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**A Professional Research and Knowledge
Taxonomy for Youth Development:**

Youth Development

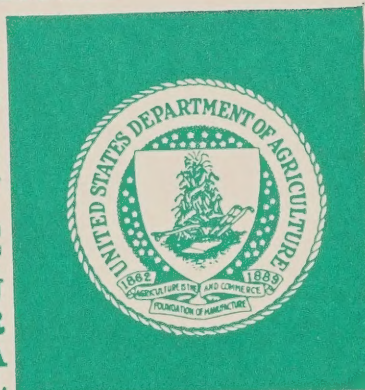
January 1990 - July 1991



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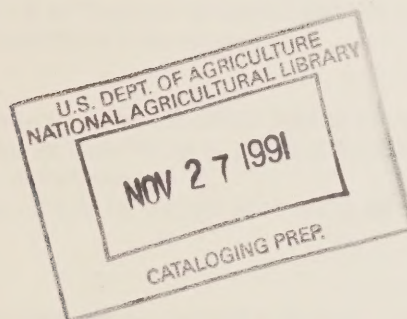
**A Professional Research and Knowledge
Taxonomy for Youth Development:**

Youth Development

January 1990 - July 1991

Updates February 1990 issue

**Rebecca S. Thompson
Youth Development Information Center**



**Youth
Development**

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**A Professional Research and Knowledge
Taxonomy for Youth Development:**

**Youth Development
January 1990 - July 1991**

Search Strategy

S1	1790	(4H()PRK OR 4HPRK?)/ID
S2	818	S1 AND UD = 9001:9999
S3	478	S2 AND YOUTH()DEVELOPMENT/ID

SAMPLE CITATIONS

Citations in this bibliography are from the National Agricultural Library's AGRICOLA database. An explanation of sample journal article, book, and audiovisual citations appears below.

Journal Article:

Title
Arizona meets fast food marketing challenge.
Author — Morrison, S. B. *Place of Publication* — Denver, Colo. : *Publisher* — American School Food Service Association. *Journal Title* — School foodservice
Date — journal. *Volume* — Sept 1987. *Issue* — v. 41 (8). *Pages* — p. 48-50. *NAL Call Number* — ill. (NAL Call No.: DNAL 389.8.SCH6).

Book:

Title
Exploring careers in dietetics and nutrition /by June Kozak Kane.
Author — Kane, June Kozak. *Place of Publication* — New York : *Publisher* — Rosen Pub. Group, 1987. *Date* — Includes index. xii, 133 p. : ill. ;
 22 cm. *NAL Call Number* — Bibliography: p. 126. (NAL Call No.: DNAL RM218.K36 1987). *Total no. of Pages* —

Audiovisual:

Title
All aboard the nutri-train.
Author — Mayo, Cynthia. *Place of Publication* — Richmond, Va. : *Publisher* — Richmond Public Schools, 1981. *Date* — NET funded. Activity
Media Format — packet prepared by Cynthia Mayo. 1 videocassette (30 min.) : sd., col. ; 3/4 in. + activity
Length — packet. (NAL Call No.: DNAL FNC TX364.A425 F&N AV). *NAL Call Number* — *Description (sound, color, size)* —

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the "4-H professional, research and knowledge base" (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, *A Professional Research and Knowledge Taxonomy for Youth Development: Youth Development*, was created by using the identifier "4hprk youth development" during a search of the AGRICOLA database. This update includes literature added to the AGRICOLA database between January 1990 and July 1991. Readers will find such subject matter as: the Cooperative Extension Service and 4-H philosophy and mission, needs assessment, program design, program implementation, and program redirection.

Copies of the publications are available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the "Document Delivery Services to Individuals" policy statement at the beginning of this bibliography for information on how to obtain copies of these items.

**Youth Development Information Center
Established at the National Agricultural Library**

One result of this tremendous effort has been the formation of the Youth Development Information Center located at NAL. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals access the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.

0001

"--And my world--" a 4-H curriculum in international and cross-cultural education.

Chevy Chase, Md. : National 4-H Council, 1989? -. Cover title.~ "C0678,"~ "C0679,". v. : ill. ; 28 cm. (NAL Call No.: DNAL S533.F66A5).

Abstract: This curriculum assists 4-H leaders in teaching 4-H'ers cross-cultural understanding and international interdependence within our developing and changing world. The objective of the program is to develop among 4-H members a greater understanding of what it means to be a citizen of a global society. Goals of the curriculum include: helping young people realize the importance of knowing about other countries and cultures; to instill positive cross-cultural attitudes and skills that enhance mutual understanding and acceptance; to demonstrate similarities and differences among families around the world; and to provide incentive for young people to assume their global citizenship responsibilities in today's interdependent world. Each of the four units is targeted to a specific age group.

0002

A-OK club safety/security awareness for K-6 /U.S. Department of State, Bureau of Diplomatic Security.

Washington, D.C. : The Bureau, 1989. "Alert overseas kids"--Cover.~ Loose-leaf format.~ Pocket contains 1 booklet, 2 pamphlets, and 2 sheets. 1 v. (various pagings) : ill. (some col.) ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ770.7.A6).

Abstract: This material has been prepared through the cooperative efforts of the Bureau of Diplomatic Security, the Overseas Security Advisory Council, and the Family Liaison Office to reach all American and interested families living and working abroad. The purpose of this program is to mirror the successful crime prevention programs provided in the States so that children families living abroad have the same opportunity for learning about personal and home security.

0003

Absent does not equal uninvolved: predictors of fathering in teen mother families.

JMFAA6. Danziger, S.K. ; Radin, N. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Aug 1990. v. 52 (3). p. 636-642. Includes references. (NAL Call No.: DNAL HQ1.J86).

This study examines the effects of several predictors of father involvement in a large sample of single-parent, teen mother families. Ethological and role theories led to hypotheses of negative effects of the child's age and grandfather's presence and positive effects of the young man's employment experience on his parenting. The data were from telephone surveys with

adolescent female welfare recipients. Among the findings are that the work behavior of absent fathers had a significant direct effect on participation in childrearing and that minority mothers reported higher rates of paternal involvement.

0004

Adjustment of children born to teenage mothers: the contribution of risk and protective factors.

JMFAA6. Dubow, E.F. ; Luster, T. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. May 1990. v. 52 (2). p. 393-404. Includes references. (NAL Call No.: DNAL HQ1.J86).

This study was undertaken to examine the contribution of risk and protective factors in the adjustment of children born to teenage mothers. Information from a national data set was obtained on a subset of 721 children aged 8-15 and their mothers. Results showed that several risk factors (e.g., poverty status, urban residence, mother's self-esteem) were modestly related to children's academic and behavioral adjustment. Exposure to increasing numbers of risk factors was associated with greater vulnerability to adjustment problems. Several protective factors (e.g., intelligence, self-esteem, quality of the home environment) were also modestly related to children's adjustment and enhanced the prediction of adjustment above and beyond the contribution of the risk factors. For children exposed to risk, the presence of the protective factors reduced their vulnerability to academic and behavioral difficulties.

0005

Adolescence, adolescents /Barbara Schneider Fuhrmann ; photographs and illustrations by Gary L. Waynick.

Fuhrmann, Barbara Schneider, 1940-. Boston : Little, Brown, c1986. Includes indexes. xxiv, 583 p. : ill. ; 24 cm. Bibliography: p. 495-555. (NAL Call No.: DNAL BF724.F8).

Abstract: This book integrates theory and research concerning adolescence as a stage of development and concern for the individuals known as adolescents. The author discusses the changes of adolescence that apply to all young people in all times and all places and the impact that modern American society exerts on today's adolescent. Topics include: the social environments that influence adolescence; normal adolescent development; physical, cognitive, and moral development; and problematic responses to adolescence (behavior disorders, juvenile delinquency, and drug use)

0006

Adolescent classroom goals, standards for performance, and academic achievement: an interactionist perspective.

JLEPAX. Wentzel, K.R. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. June 1989. v. 81

(2). p. 131-142. Includes references. (NAL Call No.: DNAL LB1051.J6). I investigated the relationship between adolescent efforts to achieve a variety of classroom goals, standards for performance, and academic achievement. In the first study, correlational results from 203 high school students suggest that achievement, as indexed by GPA, is positively related to efforts to be a successful student, be dependable and responsible, understand things, do one's very best, and get things done on time, and negatively related to trying to have fun. Student GPAs were also related to the number of goals and the unique sets of goals that students try to achieve. The pursuit of a set of social responsibility goals was unique in distinguishing high-achieving from low-achieving students. Both self-referent and socially derived performance standards predicted efforts to achieve all types of goals, although students with high GPAs perceived these standards differently than did students with low GPAs. In the second study, with a subsample of 107 students, the motivational characteristics of students that predicted GPAs did not predict SAT scores. The findings of the first study suggest the potential relevance of motivation to achieve socially prescribed as well as cognitive outcomes for explaining academic performance in the classroom. The importance of studying motivation-performance relationships within context is suggested by the fact that the findings of Study 1 were not replicated when nonclassroom evaluations of performances were used as indices of academic achievement.

0007

Adolescent decision-making: the development of competence.

Mann, L. ; Harmoni, R.-Power, C. London : Academic Press. Journal of adolescence. Sept 1989. v. 12 (3). p. 265-278. Includes references. (NAL Call No.: DNAL RJ499.A1J57). This article reviews evidence relating to the development of competence in decision-making during adolescence. The review focuses on cognitive aspects of decision-making and discusses nine indicators of competence: choice; comprehension; creativity; compromise; consequentiality; correctness; credibility; consistency; and commitment. The evidence suggests that by the age of 15 years many adolescents show a reliable level of competence in metacognitive understanding of decision making, creative problem-solving, correctness of choice, and commitment to a course of action. Young adolescents (12-14 years) are less able to create options, identify a wide range of risks and benefits, foresee the consequences of alternatives, and gauge the credibility of information from sources with vested interests. No evidence is available relating to age differences in willingness to make choices, devise compromises, and show consistency of choices. Barriers to achieving

competence in decision-making during adolescence include attitudinal constraints (e.g. beliefs about the proper age for making decisions), peer group pressures to conformity, breakdowns in family structure and functioning, and restricted legal rights to make important personal decisions (e.g. to donate blood or body tissue).

0008

Adolescent egocentrism and feelings of invulnerability: are they related?

Dolcini, M.M. ; Cohn, L.D.-Adler, N.E.-Millstein, S.G.-Irwin, C.E. Jr.-Kegeles, S.M.-Stone, G.C. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1989. v. 9 (4). p. 409-418. Includes references. (NAL Call No.: DNAL HQ796.J62). This study examined the relationship between adolescent egocentrism and perceptions of risk in a sample of 458 middle school adolescents. Enright's Adolescent Egocentrism Scale (AES) and Elkind's Imaginary Audience Scale (IAS) were used to assess egocentrism. Analyses revealed unexpected findings regarding the relationship of the two egocentrism scales to risk perception. For females, high scores on the AES were associated with perceptions of high risk, and high scores on the IAS were weakly related to perceptions of low risk. Neither scale was related to risk perceptions for males. Theoretical and measurement issues are discussed

0009

Adolescent life experiences /Gerald R. Adams, Thomas Gullotta.

Adams, Gerald R., 1946-. ; Gullotta, Thomas, 1948-. Pacific Grove, Calif. : Brooks/Cole, c1989. Includes index. xix, 503 p. : ill. ; 24 cm. Bibliography: p. 451-490. (NAL Call No.: DNAL HQ796.A32 1989). Abstract: This textbook on adolescence integrates the theory, research, and practice of adolescent psychology and development. Topics include: the conceptual basis of research into adolescence; adolescents and the institutions which influence their development; behavioral and developmental issues; and issues of concern (drug usage, AIDS, and eating disorders).

0010

Adolescent reproductive behaviour annotated bibliography.

New York : Population Division, Dept. of International Economic and Social Affairs, United Nations, 1988. Cover title.~ "IESA/P/WP/100.". viii, 284 p. ; 28 cm. (NAL Call No.: DNAL Z7204.A3A36). Abstract: This bibliography contains citations on the topic of adolescent pregnancy in all areas of the world. Materials listed focus on the following topics: adolescent programs related to pregnancy and family planning, socio-economic factors, health aspects and medical risks, legitimacy of birth, and prenatal care services. The bibliography is organized by country

within five geographical regions: Africa, Latin America and the Caribbean, Canada and the United States, Asia and Oceania, and Europe. Several citations on conferences, policies and programs, and legal aspects are included. Sources of citations are the POPLINE database, DOCPAL database, several previously published bibliographies, and assorted correspondence.

0011

Adolescent runaways causes and consequences /Mark-David Janus ... et. al.

; Janus, Mark-David. Lexington, Mass. : Lexington Books, c1987. Includes index. viii, 154 p. : ill. : 24 cm. Bibliography: p. 135-148. (NAL Call No.: DNAL HV715.A3).

Abstract: This book attempts to explain why teenagers run away, especially in the case of chronic runaways. It dispells common myths about runaways and points out that most of these youngsters are not running to something but away from something--usually abuse. The relationship between abuse and running away and the impact abuse has on self image are examined. Guidelines for evaluating what is being done and what might be done are discussed.

0012

Adolescent separation-individuation and family transitions.

Daniels, J.A. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1990. v. 25 (97). p. 105-116. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper discusses the relationship between family structure and the achievement of the adolescent developmental task of separation-individuation. Adolescent separation-individuation is viewed as a continuum. At the right end of the continuum, adolescents reach successful therapeutic separation-individuation--a sense of self--while remaining connected to the family as a functional member. At the other end of the continuum is nontherapeutic dysfunctional functional separation-individuation. These adolescents are characterized by disruptive behaviors, rejection of societal and family norms, and potential suicide. Successful accomplishment of separation-individuation appears to be affected by a number of factors (e.g., conflict, parental relationship, accomplishment of previous developmental tasks). Adolescents from nontraditional families may have more barriers to overcome in order to therapeutically complete this task. Interventions to promote therapeutic separation-individuation need to incorporate all members of the family and support from the community. Through anticipatory guidance, dissemination of information, affiliating behaviors, and support groups, practitioners can help equip families with the skills needed for successful accomplishment of this task.

0013

Adolescent sexual behavior, pregnancy, and parenting: research through the 1980s.

JMFAA6. Miller, B.C. ; Moore, K.A. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Literature review. Nov 1990. v. 52 (4). p. 1025-1044. Includes references. (NAL Call No.: DNAL HQ1.U86).

As the 1990s begin, research and policy interest in adolescent sexual behavior, pregnancy, and parenting continues at a high level, both because these behaviors are critical in the process of family formation and because their precocious timing often makes them problematic for the individual and for society. Research from the 1980s is summarized on the topics of adolescent sexual activity, contraception, abortion, marriage, adoption, and childrearing. Research about the antecedents of adolescent sexual and contraceptive behavior is emphasized because they are the key risk factors in adolescent pregnancy. Advances in data and methods are discussed, and research gaps are highlighted.

0014

Adolescent stress and self-esteem.

Youngs, G.A. Jr. ; Rathge, R.-Mullis, R.-Mullis, A. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1990. v. 25 (98). p. 333-341. Includes references. (NAL Call No.: DNAL HQ793.A44).

The purpose of this study was to examine adolescent stress and its effects on self-esteem. A total of 2,154 North Dakota high school students between the ages of 14 and 19 participated by completing the Life Experiences Survey and the Self-Esteem Inventory. The findings indicated that as the number of life events increased, the level of self-esteem decreased. This relationship was especially true for negative events. Positive events had no impact on self-esteem. In addition, adolescent ratings of intensity of the events were not related to self-esteem. Implications of these findings for research and professional applications are discussed.

0015

Adolescent substance abuse: practice implications.

Wodnarski, J.S. San Diego, Calif. : Libra Publishers. Adolescence. Literature review. Fall 1990. v. 25 (99). p. 667-688. Includes references. (NAL Call No.: DNAL HQ793.A44). The incidence of substance abuse and implications for practice are reviewed. Variables that might be altered to prevent abuse among clients are discussed. Substance abuse theory, school and peer environment, family, the media, community movements, and business and industry are explored in regard to prevention and treatment.

0016

Adolescent suicide / Robert W. Cole, Jr., editor .

; Cole, Robert W. Bloomington, IN : Phi Delta Kappa, Center on Evaluation, Development and Research, 1988 . Cover title.~ Reprints of articles originally published 1981-1987. 251 p. : ill. ; 28 cm. Includes bibliographies. (NAL Call No.: DNAL HV6546.A3).

Abstract: This Hot Topics Series publication presents readers with a variety of articles on the research and prevention programs dealing with suicide. The editor has included articles that will contribute to the youth professionals' understanding of the causes and symptoms of suicide. Specific topics addressed include: psychosocial and cognitive aspects of adolescent suicide; adolescents' attitudes toward suicide; responses to peers considering suicide; strategies; prevention; intervention of teen suicide; and clustering of teen suicides.

0017

Adolescent suicide recognition, treatment, and prevention /edited by Barry Garfinkel, Gordon Northrup.

; Garfinkel, Barry D.~Northrup, Gordon. New York : Haworth Press, c1989. "Has also been published as Residential treatment for children and youth, volume 7, number 1, 1989"--T.p. verso. 116 p. ; 22 cm. Includes bibliographical references. (NAL Call No.: DNAL RJ506.S9A36).

Abstract: This collection of papers discusses the recognition, treatment, and prevention of adolescent suicide. Topics include: youth suicide risk assessment; residential management of suicidal adolescents; completed suicide in children and adolescents; and components of school-based suicide prevention.

0018

Adolescents and maternal employment: is it harmful for a young adolescent to have an employed mother?.

Armistead, L. ; Wiersen, M.~Forehand, R. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Aug 1990. v. 10 (3). p. 260-278. Includes references. (NAL Call No.: DNAL HQ796.J62).

Labor statistics show that mothers of adolescents are more likely to work than are those of children in any other age group, and therefore, represent an important sample to address. The present study had two purposes. First, the effects of maternal employment on adolescent functioning were examined in a sample of 63 young adolescents. Results showed that maternal employment was not related to any of the areas assessed, suggesting that maternal employment may not have a harmful effect on adolescent adjustment. Second, the relationship of prestige ratings of either maternal or paternal employment to adolescent functioning was examined in a sample of 96 young adolescents. Maternal prestige ratings were not

significantly related to any dependent measures, yet prestige ratings of paternal employment were significantly related to at least one measure in most areas of adolescent functioning. Multiple regression analyses demonstrated that only the paternal rating served to predict adolescent functioning, particularly for male adolescents.

0019

Adolescents' chores: the difference between dual- and single-earner families.

JMFAA6. Benin, M.H. ; Edwards, D.A. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. May 1990. v. 52 (2). p. 361-373. Includes references. (NAL Call No.: DNAL HQ1.J86).

The effects of family employment structure on adolescents' participation in family chores are investigated with a national longitudinal sample. Results indicate that dual-earner families are more sexist than traditional families with respect to time in chores demanded of sons and daughters. Sons in full-time dual-earner families spend only one-third as much time on chores as sons in traditional families, while daughters in full-time dual-earner families spend 25% more. Part-time dual-earner families obtain virtually no housework from either sons or daughters. While traditional families require equal amounts of chore time from sons and daughters, they assign them along sex-stereotyped divisions of labor. For the adolescents in this study, only current family employment type influences time in chores; childhood family employment type does not have an effect.

0020

Adolescents' self-perceptions of competence in life skill areas.

JYADA6. Poole, M.E. ; Evans, G.T. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Paper presented at the "81st Annual Meeting of the American Sociological Association," August 30-September 3, 1986, New York, New York. Apr 1989. v. 18 (2). p. 147-173. Includes references. (NAL Call No.: DNAL HQ796.J69).

The perceptions of a sample of 1061 adolescents of their own competence in a number of life-skill areas were assessed. Three sets of scales were used--those concerned with competence viewed as efficacy in various life areas and situations, those concerned with competence as the satisfaction of goals based on Maslow's hierarchy of needs, and assessments of the structural complexity of performance on a short essay task. In addition to comparisons among self-perceptions for different areas, a number of major contextual and personal variables was studied for differences in self-perceptions--course type, school type, state, career aspirations and expectations, major life concerns, age, and gender. There were

strong gender differences that suggested that females generally underrated their own competence. The major educational or work contexts reflected important differences in patterns of self-perceptions of skill. Differences between those with different major life concerns and career hopes and expectations aligned with course type differences. Finally, there were strong indications that the self-perceptions of competence that were reported formed a strong general factor, favoring the notion of generic over domain specific self-perceptions.

0021

Adoption vs. parenting decisions among pregnant adolescents.

Herr, K.M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 795-799. Includes references. (NAL Call No.: DNAL HQ793.A44).

The choice of adoption is rare among pregnant adolescents. This exploratory study used regression analyses to ascertain which demographic, social, and intervention variables were related to this decision. The adolescents with mothers who favored adoption and/or had few parenting peer models were more likely to choose adoption. Age, knowledge of peers who had chosen adoption, grades in school, level of involvement in a comprehensive adolescent pregnancy program, and participation in individual therapy or Decision-making Group were not significantly related to the decision. Decision-Making Group is a once-a-week therapy session that focuses on adoption vs. parenting decisions for pregnant adolescents. Eighty-seven percent of the adolescents who participated in these sessions found them helpful. The policy implications for adolescent pregnancy programs are explored.

0022

Adults who influence youth perspectives from 5th-12th grade students /Peter L. Benson, David J. Mangen, Dorothy L. Williams.

Benson, Peter L. ; Mangen, David J. Minneapolis, Minn. : Search Institute. 1986. Cover title. ~ "November, 1986." ~ "A report prepared for the Lilly Endowment, Inc." 1 v. (various pagings) : ill. ; 28 cm. Includes bibliographies. (NAL Call No.: DNAL HQ784.S56B4).

Abstract: This report consists of five articles which discuss the social support network of adolescents in the 5th - 12th grades. The articles examine survey results concerning the choices adolescents make when they are seeking social support (advice, information, affirmation, or other assistance) regarding a variety of issues such as alcohol and drug problems, sexuality, personal relationships, etc. Bibliographies and tables of statistics are included.

0023

Affective bias in children's perceptions of dominance relationships.

CHDEAW. Boulton, M.J. ; Smith, P.K. Chicago, Ill. : University of Chicago Press. Child development. Feb 1990. v. 61 (1). p. 221-229. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study investigated children's perceptions of the relative strength of themselves and their peers, in 2 classes of 8-year-olds and 2 classes of 11-year-olds. Each child ranked his or her entire class in terms of strength and liking. Previous investigators have assumed that such strength perceptions reflect the dominance structure of the group. The present results, replicating previous findings, indicate that children consistently overestimate their place in this hierarchy in relation to their peers' perceptions. In addition, it was found that bias in perceptions of strength extended in a systematic way to the peer group, with liked peers being overranked and disliked peers being under-ranked. For most children, this result could be explained in terms of an enhanced evaluation of liked, but not disliked, peers, or in terms of liked, but not disliked, peers being perceived as similar to themselves. The theoretical and methodological implications of these results for the concept of dominance in children's groups are discussed.

0024

Affective contributions of cooperative and group goal structures.

JLEPAX. Garibaldi, A.M. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. This publication is not owned by the National Agricultural Library. Dec 1979. v. 71 (6). p. 788-794. Includes references. (NAL Call No.: DNAL LB1051.J6).

This investigation into affective benefits of cooperative and group goal structures use 92 Afro-American high school students for its study group. Tested by these students are three hypotheses: 1) group performance results in higher achievement, stronger commitment, more favorable ratings of tasks, and more enjoyment; 2) cooperation results in more positive attitudes towards team members; and 3) individualized activities results in stronger sense of commitment, more favorable ratings of tasks, and more enjoyment than in competitive activities. Most of the hypotheses were supported in this study. The author concludes that cooperation and group goal structures provide the best learning environment although further study is recommended to optimize learning.

0025

Age and sex effects in multiple dimensions of self-concept: preadolescence to early adulthood.

JLEPAX. Marsh, H.W. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Sept 1989. v. 81 (3). p. 417-430. Includes references.

(NAL Call No.: DNAL LB1051.J6). This analysis of the 12,266 responses to the three Self Description Questionnaires, which measure multiple dimensions of self-concept in preadolescence, early-to-middle adolescence, and late adolescence and early adulthood, examined (a) age and sex effects during preadolescence to early adulthood and (b) alternative operationalizations of Shavelson, Hubner, and Stanton's (1976) proposal that self-concept becomes more differentiated with age. Responses to all three SDQ instruments were reliable and resulted in well-defined factor structures. Self-concept declined from early preadolescence to middle adolescence, then increased through early adulthood. Sex differences in specific areas of self-concept were generally consistent with sex stereotypes and relatively stable from preadolescence to early adulthood. There was little support for the increased differentiation of dimensions of self-concept beyond early preadolescence.

0026

Age differences in children's memory of information about aggressive, socially withdrawn, and prosociable boys and girls.

CHDEAW. Bukowski, W.M. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1326-1334. Includes references. (NAL Call No.: DNAL RJ1.C3). Age differences in children's memory for information about aggression, prosociability, and social withdrawal were examined in 2 studies, one using a recall task, the other a recognition task. In both studies, second- and sixth-grade subjects heard descriptions of hypothetical boys and girls described as (a) aggressive, (b) socially withdrawn, or (c) prosociable, and their memory of the items in the descriptions was assessed. With the recall task, age-related increases were observed for the descriptions of the girl peers and for the withdrawn boy peer. With the recognition task, age differences were observed in memory for information about social withdrawal and prosociability but not aggression, and memory for information about aggression was better for the boy peer than girl peer, whereas the opposite pattern was observed for information about withdrawal. These results indicate that school-age and early adolescent children's recall of information about a peer is affected by the peer's gender.

0027

AHEA's survey of American teens.

JHOEA. Schultz, J.B. Alexandria, Va. : American Home Economics Association. Journal of home economics. Summer 1989. v. 81 (2). p. 27-38. Includes references. (NAL Call No.: DNAL 321.8 J82). How do teenagers view themselves and the world in which they live. The American Home Economics Association's Survey of

American Teens, funded by Chesebrough-Pond's Inc. and Lever Brothers Company, was designed to answer questions about how teenagers view themselves and the world around them. The study was conducted in 1988 and began with a series of four focus groups. A total of 510 personal interviews were conducted in 15 locations across the United States, with the average age of respondents being 17 years old. This article is based on the analysis of teenager's responses to items on the questionnaire used during the interviews.

0028

Air and weather leader's guide / prepared by W. Russell Roberts and Stephen R. Mullen .

Roberts, W. Russell. ; Mullen, Stephen R. Clemson, S.C.? : Clemson University, Cooperative Extension Service, 1985. Cover title.~ "April 1985."~ "4-H Manual 118." 12 p. : ill. ; 27 cm. Includes bibliographical references. (NAL Call No.: DNAL QC869.R6).

Abstract: This teacher's guide to a project in the In-School 4-H Program Series contains descriptions for six hands-on activities for studying air and weather. The concepts taught in the learning activities include that air takes up space and has volume, the pressure and volume of air are related, the temperature and volume of air are related, the atmosphere exerts force on everything around us, and that weather is the result of naturally occurring events.

0029

All of our children are at risk today.

Edelman, M.W. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 2, 51. (NAL Call No.: DNAL 1 EX892EX). As President and Founder of the Children's Defense Fund, the author shares her views on children at risk. Prenatal care, children living in poverty, and the need for Congressional action is discussed.

0030

American Red Cross, reaching adolescents and parents (RAP) instructor's manual.

Washington, D.C.? : American Red Cross, 1990 . "April 1990"--P. ii.~ Developed under a grant from the Office of Adolescent Pregnancy Programs (OAPP), U.S. Dept. of Health and Human Services. viii, 207 p. : ill. ; 28 cm. Includes bibliographical references (p. 174). (NAL Call No.: DNAL HQ796.A42).

Abstract: This manual provides detailed instructions for leaders of RAP programs and classrooms. The RAP program is intended to assist young people as they learn about sexual maturation and other important areas of their life including their feeling and attitudes about self-esteem, peer pressure, values, and coping with the physical and psychosocial changes that accompany puberty and adolescence. Life skills

such as goal setting, decision making, family communication and assertiveness are also discussed. The manual contains outlines for 10 RAP sessions and describes the objectives, list of materials, preparation checklist and other resources which may be used to plan and conduct this program.

0031

America's shame, America's hope twelve million youth at risk /R.C. Smith and Carol A. Lincoln with ... Kenneth B. Clark ... et al.

Chapel Hill, NC : MDC, 1988? .

"Prepared for the Charles Stewart Mott Foundation--1988."--Cover. 65 p. : ill. ; 28 cm. Bibliography: p. 60-62. (NAL Call No.: DNAL LC4091.A4).

Abstract: This report is an inquiry into to educational reform movement of the 1980's with at risk youth as the subject. The term "at risk" means they are at risk of leaving school unprepared for further education or the work force. This study examines the federal role in educational reform during the 1980's with emphasis on a survey of how the states were performing. Findings and recommendations are listed as well as state information contacts.

0032

America's youth, 1977-1988 /Robert Bezilla, editor.

; Bezilla, Robert. Princeton, N.J. : Gallup Organization, c1988. Title on cover and spine: The Gallup study on America's youth, 1977-1988. 312 p. ; 31 cm. (NAL Call No.: DNAL HQ796.A4).

Abstract: This report on Gallup surveys of youth in the United States was developed to provide an on-going measure of the evolution and changes in teen-age attitudes and behavior. The report compares the attitudes of youth from 1977 through 1988 on a wide range of topics including: parents and family; marriage, divorce, and sex; high school; career plans and college; politics; religion and values; heroes and role models; substance abuse; sports, recreation and entertainment; shopping; economics; and transportation. The surveys were conducted on the telephone with random samples of teenagers.

0033

Army stay in school program.

Washington, D.C. : Youth Policy Institute Inc. Youth policy. Twelfth of a series. Youth at Risk. Dec 1990/Jan 1991. v. 12 (9). p. 3-6. ill. (NAL Call No.: DNAL HV471.Y68).

The U.S. Army has organized a national program targeted at keeping high school students in school and off of drugs. The "Stay in School" message emphasizes a high school diploma is necessary as a precursor to the best opportunities, whether finding a civilian job or enlisting in the Army. The value of graduation, both financially and personally, is stressed.

0034

The assessment of parent-led prevention programs: a preliminary assessment of impact.

Klitzner, M. ; Gruenewald, P.J.-Bamberger, E. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (1). p. 77-94. Includes references. (NAL Call No.: DNAL HV5808.J68).

This article reports on a preliminary study of the impact of parent-led prevention groups on youthful drug and alcohol use. In addition, the study assessed the extent to which families involved with parent-led prevention programs reported improved family relations and increased parental control of children's social activities--two major mechanisms by which parent-group advocates claim their activities alter youth substance use patterns. Consistent with the claims of parent-group advocates, the study results suggest that the parent groups did have some impact on family relations and on parental control of children's social activities. The evidence for an impact on drug and alcohol use was, however, weak. A somewhat unexpected finding was that parents who become involved in parent-led prevention activities may not be those parents whose children are at highest risk.

0035

Attitudinal predictors of sexual activity in Hispanic adolescent females.

Gibson, J.W. ; Kempf, J. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Oct 1990. v. 5 (4). p. 414-430. Includes references. (NAL Call No.: DNAL HQ793.J68).

This study examined attitudinal factors that discriminate between virgins and nonvirgins among an urban sample of junior and senior high school adolescents. The sample consisted of 240 Hispanic adolescent females, age 12 through 18 years. Virgins significantly differed from nonvirgins within both the junior high school sample (12- through 15-year-olds) and the senior high school group (16- through 18-year-olds). There were notable differences and similarities between the two age groups on which attitudes most powerfully discriminated between the virgins and the nonvirgins. The younger females were most strongly influenced by their perception of their friends' attitudes and behavior regarding premarital sexuality. The older females were most powerfully influenced by their own attitudes about premarital sexuality. Additionally, achievement orientation discriminated virgins from nonvirgins among the younger females while perception of parental attitudes toward premarital sexuality discriminated older virgins from nonvirgins.

0036

Attributions and emotions related to future goal attainment.

JLEPAX. Zaleski, Z. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Dec 1988. v. 80

(4). p. 563-568. Includes references. (NAL Call No.: DNAL LB1051.J6). In the two studies I addressed attributions made to possible success or failure in the attainment of goals set for different future time ranges. In the first study, 331 subjects answered questions concerning causal ascriptions for succeeding and failing in meeting goals set for 1 week to life span. They ascribed future success more to internal than to external factors, and this relative internality increased with increasing time range of a goal. They believed effort to be a primary cause of both success and failure. In a follow-up study, I tested the hypothesis that younger students would ascribe getting a BA to internal causes more than older students would. Data collected from 400 students did not support the assumption. A second question concerned the relation between attributions and emotions. The expected positive correlations between internal attributions of success and pride, external attributions of success and gratitude/surprise, internal attributions of failure and guilt/shame, and external attributions of failure and anger/frustration were confirmed. However, correlations between pride and internal attributions of success decreased from freshman year to senior year, whereas correlations between shame/guilt and internal attributions of failure increased.

0037

Authoritative parenting, psychosocial maturity, and academic success among adolescents.

CHDEAW. Steinberg, L. ; Elmen, J.D.-Mounts, N.S. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1424-1436. Includes references. (NAL Call No.: DNAL RJ1.C3). The over-time relation between 3 aspects of authoritative parenting--acceptance, psychological autonomy, and behavioral control--and school achievement was examined in a sample of 120 10-16-year-olds in order to test the hypothesis that authoritative parenting facilitates, rather than simply accompanies, school success. In addition, the mediating role of youngsters' psychosocial maturity was studied. Results indicate that (1) authoritative parenting facilitates adolescents' academic success, (2) each component of authoritativeness studied makes an independent contribution to achievement, and (3) the positive impact of authoritative parenting on achievement is mediated at least in part through the effects of authoritativeness on the development of a healthy sense of autonomy and, more specifically, a healthy psychological orientation toward work. Adolescents who describe their parents as treating them warmly, democratically, and firmly are more likely than their peers to develop positive attitudes toward, and beliefs about, their achievement, and as a consequence, they are more likely to do better in school.

0038

Baking is fun /by Linda Boeckner.

Boeckner, Linda. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1987. 27 p. : ill. ; 28 cm. + 1 leader's guide. (NAL Call No.: NBU S533 F66 N42 no.269 S533 F66 N42 no.270). In this unit of the baking projects, the 4-H member explores basic baking techniques.

0039

Behavioral and emotional risk in early adolescents.

Ingersoll, G.M. ; Orr, D.P. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1989. v. 9 (4). p. 396-408. Includes references. (NAL Call No.: DNAL HQ796.J62). Early adolescents are frequently, described as being at increased risk for a variety of physical and emotional health problems. In this study self-reported problem behaviors from a sample (N = 1508) of junior high school students were factor analyzed to determine whether identifiable problem behavior factors emerged and whether the resulting factors varied with demographic and other psychosocial traits. The factor analysis yielded two risk factors. The first factor was described as a Behavioral Risk factor and the second as an Emotional Risk factor. Additional analyses revealed increased Emotional Risk among the females and increased Behavioral Risk among the males. Additionally, risk status was found to vary as a function of age, family configuration, and cognitive level. These findings confirm and extend earlier findings of problem behavior factors reported among older adolescents and expand the role of such factors in a problem behavior theory.

0040

Beliefs and achievement: a study of black, white, and Hispanic children.

CHDEAW. Stevenson, H.W. ; Chen, C.-Uttal, D.H. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 508-523. Includes references. (NAL Call No.: DNAL RJ1.C3). School achievement among black, white, and Hispanic elementary school children was investigated, and efforts were made to study the beliefs about academic achievement of the children and their mothers. A total of approximately 3,000 first, third, and fifth graders enrolled in 20 schools in the Chicago metropolitan area were given achievement tests in mathematics and reading. Black and Hispanic children performed at a significantly lower level than white children, but at fifth grade ethnic differences in mathematics scores were no longer significant when mothers' education was statistically controlled. This was not the case in reading, where differences were found after controlling for the effects of mothers' education. Interviews with subsamples of approximately 1,000 mothers and children

revealed greater emphasis on and concern about education among minority families than among white families. Black and Hispanic children and mothers evaluated the children and their academic abilities highly; they were positive about education and held high expectations about the children's future prospects for education. Mothers of minority children and teachers in minority schools believed more strongly than white mothers and teachers in the value of homework, competency testing, and a longer school day as means of improving children's education.

0041

The best way out is up!.

Sullivan, S. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 8-9. ill. (NAL Call No.: DNAL 1 EX892EX).

After-school programs offering workshops centered on home repair, gardening, and food preparation help at-risk youth develop life-skills and build their own inner resources. These programs were developed in response to a Cornell Cooperative Extension consumer report which indicated that disadvantaged youth generally want, but do not expect, to succeed.

0042

Between parent & child /Haim G. Ginott.

Ginott, Haim G. New York, N.Y. : Avon Books, 1969. c1956 i.e. c1965. xiv, 252 p. ; 18 cm. Includes bibliographical references (p. 245) and index. (NAL Call No.: DNAL HQ769.G5).

Abstract: The purpose of this book is to help parents identify their goals in relation to their children and to suggest methods of achieving those goals. Based on 15 years of experience with parents and children in guidance and psychotherapy, this publication is a practical guide which presents concrete suggestions and preferred solutions for dealing with daily situations and psychological problems faced by all parents. While the book gives specific advice, it also sets forth basic principles to guide parents in living with children in mutual respect and dignity.

0043

Beyond stereotypes who becomes a single teenage mother? /Allan F. Abrahamse, Peter A. Morrison, Linda J. Waite.

Abrahamse, Allan F. ; Morrison, Peter A.~Waite, Linda J. Santa Monica, CA : Rand Corp., 1988. "January 1988."~ "Supported by The U.S. Department of Health and Human Services, The National Institute of Child Health and Human Development."~ "R-3489-HHS/NICHD." xv, 88 p. : ill. ; 23 cm. Bibliography: p. 81-88. (NAL Call No.: DNAL HQ759.4.A2).

Abstract: The research presented in this report concentrates on three broad questions: What background characteristics determine teenagers' risk of becoming single mothers? Do family and religious influences temper those risks? What other kinds of

influences may further modify risks? Answers to these questions are derived from a statistical analysis of a large, nationally representative panel of 13,000 contemporary high school sophomore women. These school-age women are followed as they mature through their 16th, 17th, and 18th years and comparisons are made between the females who form single-parent families and those who do not.

0044

Birds in your backyard / Janet E. Hawkes, Diane Held Phillips.

Hawkes, Janet E. ; Phillips, Diane Held. Ithaca, New York : Cornell Cooperative Extension, 1988? . Cover title.~ "A Cornell Cooperative Extension publication." 1 folder : ill. ; 31 cm. (NAL Call No.: DNAL QL677.5.H3).

Abstract: This curriculum is part of a series designed to introduce youth to a variety of natural resource subjects by involving them in activities that heighten their awareness of the natural world. This purpose of the 4-H project is to introduce youth between the ages of nine and twelve to ornithology, the study of birds. The project uses feeding to attract the birds for observation. The lesson topics include feeding birds, bird feeders, identifying birds, and recording observations. The curriculum includes a 4-H member's guide, leader's guide, field record sheets, a New York State bird checklist, and instruction sheets on bird feeding tips, bird houses, and constructing bird feeders.

0045

Black adolescents /Reginald L. Jones, editor.

: Jones, Reginald Lanier,; 1931-. Berkeley, Calif. : Cobb & Henry, c1989. xv, 454 p. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL E185.86.B52).

Abstract: The purpose of this book is to present an overview of the contemporary Black adolescent from social, psychological, economic, educational, medical, historical, and comparative perspectives. Most chapters emphasize how race, socioeconomic status, and environmental factors affect this period of development. Topics discussed include education, unemployment, crime, drug use, and pregnancy as well as other related topics.

0046

Black families /edited by Harriette Pipes McAdoo.

: McAdoo, Harriette Pipes. Newbury Park, Calif. : Sage Publications, c1988. 323 p. ; 23 cm. Includes bibliographies.~ (NAL Call No.: DNAL E185.86.B5 1988).

Abstract: This book is a collection of essays which examine black family life in America. The first section of the book addresses historical and theoretical aspects of afro-american families. Topics discussed in this section include: a historical overview of afro-american families, family organization, parent-child relationships, religious and cultural

values, and theoretical frameworks for the origins of black family life. Part two explores demographics, education, economics, and mobility of black families in America. Topics included in part two include poverty, changes in black family life, transgenerational mobility patterns, discrimination, and lack of academic achievement.~ The third section looks at male-female relationships within the afro-american community. Topics discussed include: marital status, association of values to race or socioeconomic status, and procreation. Part four is an overview of socialization within the black family. Areas addressed include parenting, identity development, role of fathers, and role of significant others. The last section describes family policies and advocacy for black families. The essays focus on the following topics: an advocacy agenda, teen pregnancy, and income support programs.

0047

Black grandmothers in multigenerational households: diversity in family structure and parenting involvement in the Woodlawn community.

CHDEAW. Pearson, J.L. ; Hunter, A.G.-Ensminger, M.E.-Kellam, S.G. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 434-442. Includes references. (NAL Call No.: DNAL RJ1.C3).

we report here the frequency of black grandmothers' coresidence in households with first-grade children, their patterns of involvement in parenting, and the degree to which family structure and employment affected the grandmothers' parenting involvement in a 1966/1967 community-defined population. Coresidence between grandmothers and their target first-grade grandchildren was found in 10% of the households. The 130 grandmothers' parenting involvement was substantial, second only to mother involvement, and was characterized by 2 parenting activity patterns: control and punishment, and support and punishment. The degree of grandmothers' parenting involvement differed by family structure, with grandmothers in mother-absent homes most likely to be involved. Grandmothers' employment did not moderate their engagement in parenting behaviors. These findings are consistent with previous reports of significant parenting involvement by black extended family members.

0048

Bluebirds in New York /by Beth G. Silverman and Marianne E. Krasny ; illustrated by Steve Sierigk.

Silverman, Beth G. ; Krasny, Marianne E. Ithaca, NY : Cornell Cooperative Extension Service , 1989. Cover title.~ "4-H members' guide.". 21. 5 p. : ill. ; 28 cm. (NAL Call No.: DNAL QL696.P255S52).

Abstract: This 4-H members' guide is designed to teach youth about the Eastern Bluebird. The first section gives background information on the bluebird and reasons for the declining

numbers of this bird. The second section contains step-by-step directions for constructing two types of nest boxes for the Eastern Bluebird. The following section teaches how to mount the nest box. The next two sections explain how to monitor the birds' progress and types of behaviors to expect. Also included is a crossword puzzle and a list of organizations that study bluebirds.

0049

Breaking the cycle of welfare dependency.

Drake, F. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Nov/Dec 1989. v. 11 (9). p. 16-26. ill. (NAL Call No.: DNAL HV471.Y68).

This thesis is an attempt to advance and support through research and historical data, the concept that with the proper program model and design, the cycle of intergenerational welfare can be broken. There are five critical levels of interventions: 1) exploring the internalized self, 2) self-discipline and self-fulfillment, 3) self-esteem and self-determination, 4) youth empowerment and 5) mental and physical empowerment. The author stresses that for this nation's healthy development, blacks and other minorities whose numbers are increasing faster than whites must become contributors to social and economic progress to their fullest potential.

0050

Brief synopsis of the Midwest Regional Center's 1988 school evaluation data /Thea Zitzow, Mickey Finn.

Zitzow, Thea. ; Finn, Mickey. Chicago, Ill. : B.R.A.S.S. Foundation / Midwest Regional Center, c1988. 14 p. ; 28 cm. (NAL Call No.: DNAL HQ796.Z5).

Abstract: This paper presents the conclusions of both a grade school and high school survey conducted by the B.R.A.S.S. Foundation Inc. designed to measure substance use, school climate experiences and well being in both rural and urban youth. Comparisons identified low to moderate item-to-item correlations within each section viewed as positive by the researchers. Well-being indicators and school climate experiences were shown to be moderate predictors of student substance use at both levels. Summary conclusions of both surveys by items - substance use, school climate and well-being are presented.

0051

Bring out the best in your child /Patrick J. Jeske.

Jeske, Patrick J. Gretna : Pelican, 1987. 190 p. ; 21 cm. (NAL Call No.: DNAL HQ769.J4).

Abstract: This book focuses on methods for motivating children and adolescents to become the best they can be. Topics include: instilling self-confidence, curtailing excuses, controlling laziness, and dealing with stubbornness. The author provides suggestions for discipline, rewards, and family harmony while encouraging parents to meet their offspring's basic needs for love,

structure, and excitement.

0052

The bubblegum years sticking with kids from 9-13 /Hershel D. Thornburg ; photography by Sherry Miller.

Thornburg, Hershel D., 1936-. Tucson, Ariz. : Help Books, 1978. 142 p. : ill. ; 23 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ772.T4).

Abstract: The author explores three major issues concerning youth aged 9 through 13. He analyzes preteen development; discusses how youth learn moral behavior; and looks at preteen behavior. Topics covered in depth include preadolescent emotions, physical growth; social roles; relationships with family and friends; independence; delinquency; rebellion; sexual behavior; and drug use. In addition, question and answer sections titled "If You Ask Me" appear in each chapter. In these, the author relates questions preteens have asked him and his responses.

0053

Building human capital4 model programs /Cooperative Extension System.

Washington, DC : U.S. Dept. of Agriculture, Extension Service, 1988. VHS.~ Title from cassette label. 1 videocassette (11 min., 28 sec.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.693).

Abstract: This videocassette is a presentation about four model programs developed by Cooperative Extension at the state level. The first example described is a program, developed in Minnesota, for former farmers who are in career transition. The second program is the course "Master Money Manager" for adults and high school students, which was developed by the Alabama Cooperative Extension. The third example is "Dare to Be You," a peer counseling program, developed in Colorado, for preteen youth at risk. The last model program, developed in Arizona, is a five part course designed to teach individuals how to care and support in times of need.

0054

Canada's youth, "ready for today" a comprehensive survey of 15-24 year olds = La jeunesse du Canada "tout a fait contemporaine": un sondage exhaustif des 15 a 24 ans / submitted by the Canadian Youth Foundation ; researchers & authors, Donald Posterski, Reginald Bibby .

Posterski, Donald C., 1942-. ; Bibby, Reginald Wayne, ; 1943-. Ottawa, Canada : Minister of State for Youth, 1988? . Cover title.~ Text in English and French with French text on inverted pages. 55, 57 p. : ill. ; 22 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ799.C2P6).

Abstract: In November of 1987, the Canadian Youth Foundation carried out a comprehensive survey of young people in Canada. The project was supported by the innovations Program of Employment and Immigration Canada. The survey was directed by researchers Don ald

Posterski and Reginald Bibby who, in 1985, conducted a major study of high interviewed more that 2100 15-24 year olds across the country. The data is categorized by province, age group, and sex. The highlights of this data is presented in colorful chart, bar, and findings may mean, possible implications of the findings, and a series of questions designed to stimulate discussion. The report is printed in English and French.

0055

Capable kids cana program of self-care for Kansas families.

Manhattan Kan. : 4-H Youth Programs, Extension Home Economics Programs, 198-? . Cover title. 1 v. (various pagings) : ill. ; 29 cm. (NAL Call No.: DNAL HQ781.C37).

Abstract: The Capable Kids Can Program is a family-based learning program designed to provide 8-to-12-year-old children in grades 4 through 6 and their parents the knowledge and skills needed for growing independence. The program intends to increase: children's competence and feelings of capability in caring for themselves when they are home alone; parents' understanding of the environmental supports needed by children when they are alone at home; and parents' and children's skills in communicating with one another. This publication contains sections on readiness for self-care, communication, safety and emergencies, creative leisure, nutrition/kitchen safety, clothing care, and self-esteem.

0056

Career decision making for adolescents and young adults with learning disabilities theory, research, and practice /by Ernest F. Biller.

Biller, Ernest F. Springfield, Ill., U.S.A. : Thomas, c1987. Includes indexes. xi, 208 p. : ill. ; 26 cm. Bibliography: p. 189-199. (NAL Call No.: DNAL HV1568.5.B5).

Abstract: This book addresses the actual process of qualitative career decision making for adolescents and young adults with learning disabilities. Part one, theory, reviews the major theories of career behavior, the development career theory, and actual decision-making models. The second section, Research, analyzes 16 follow-up studies of the educational and occupational attainment of adults with learning disabilities. Practice, the final section, assesses decision-making styles and skills and details the appropriate steps for qualitative career decision-making.

0057

Careers unlimited.

; Hoopfer, Leah. E. Lansing, MI : 4-H Youth Programs, Cooperative Extension Service, Michigan State University, 1987? . "1P-3C-3:87-MSU 4-H-MF."~

Includes: Starship self leader's guide (4-H 1102) and starship self member's guide (4-H 1103)~ Project coordinator: Leah B. Hoopfer. 1 v. (various pagings) : ill. ; 30 cm. Includes bibliographical

references. (NAL Call No.: DNAL HF5381.C3).

Abstract: This is a unique 4-H career education program for adult and teen volunteers interested in involving youths in career education activities. Career education is not a subject, it's a process which youths can learn to help them make sound choices and decisions regarding their life roles as family members, citizens, workers and recreators. Participants in Careers Unlimited can expect to develop a basic understanding of the 4-H career education programs and to acquire the leadership skills required for involving youths in their communities in 4-H career programs. The components of the Careers Unlimited notebook include Group Building, Career Exploration, Journal Keeping, Starship Self, Economics of Living, Self-Esteem, Employability Skills, Stress Management, Interviewing Skills, MESC (Michigan Employment and Security Commission) and Rehabilitation Services, Mentorship and the County Program (planning a career education workshop)

0058

Causal attributions for losing as perceived by adolescents.

Wisniewski, S.A. ; Gaier, E.L. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1990. v. 25 (97). p. 239-247. Includes references. (NAL Call No.: DNAL HQ793.A44).

To assess the causal attributions for losing perceived by both early and late adolescents, a sample of 150 high school students responded to a questionnaire comprising three categories of activities (sport, academic, and social) in which they had not won or achieved a desired outcome. The obtained attributions for not winning were categorized into four areas: task difficulty, luck, effort, or ability. Adolescent girls indicated significantly more internal attributions and boys more external attributions. Seventh graders' attributions were external and twelfth graders' were internal. No differences emerged as a function of high and low self-esteem. Implications for the structure of achievement tasks are discussed.

0059

CHALLENGE in Seattle.

Murphy, E. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 20-21. ill. (NAL Call No.: DNAL 1 EX892EX).

The CHALLENGE program was created to develop leadership while motivating Seattle's youth at risk. The program helps to expand the skills learned in sports to the classroom, the community, and the home. The three program components include: mind expanding, job power, and the ropes course. Local Seattle business leaders are now proposing to serve as mentors and provide part-time summer and internship jobs to the graduates of CHALLENGE.

0060

Challenging at-risk students: findings from the HOTS program.

Pogrow, S. Bloomington, Ind. : The Journal. Phi Delta Kappan. Jan 1990. v. 71 (5). p. 389-397. Includes references. (NAL Call No.: DNAL LJ121.P4P4).

Its often difficult to teach someone a new skill without knowing how they think. Research from the Higher Order Thinking Skills (HOTS) project suggests that at risk children do not necessarily suffer from a knowledge deficit and would benefit from improving their thinking skills as opposed to drills and memorization. Researchers found that some of their Chapter I students were potentially quite bright but were not having their intellect stimulated with traditional teaching methods. HOTS attempts to stimulate the development of four key general thinking techniques: metacognition, inference from context, decontextualization and synthesis. Students learn to solve problems instead of just repeating knowledge that has been drilled into them. At risk students do not seem to understand "understanding." Standardized test scores indicate impressive gains have been made by at risk students in the HOTS program.

0061

Challenging fabrics /by Rose Marie Tondl.

Tondl, Rose Marie. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1990 . 14 p. : col. ill. ; 28 cm. + 1 leader's guide. Includes bibliographical references. (NAL Call No.: NBU S533 F66 N42 no.306 S533 F66 N42 no.307). Four-H members will learn to work with new and different fabrics.

0062

Challenging patterns /by Rose Marie Tondl.

Tondl, Rose Marie. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1990 . 23 p. : col. ill. ; 28 cm. + 1 leader's guide. (NAL Call No.: NBU S533 F66 N42 no.304S533 F66 N42 no.305). Four-H'ers can develop ten new construction skills by working with more intricate pattern designs.

0063

Change in family work status: effects on parent-adolescent decision making.

CHDEAW. Flanagan, C.A. Chicago, Ill. : University of Chicago Press. Child development. Feb 1990. v. 61 (1). p. 163-177. Includes references. (NAL Call No.: DNAL RJ1.C3).

The interactions of parental work status, family integration, and sex of child on parent-adolescent decision making were examined in a 4-wave study of 504 adolescents and their mothers. 3 work status groups were compared. Deprived families reported a layoff or demotion at Time 1 and no recovery by Time 4. Recovery families reported similar work status losses at Time 1 and reemployment by Time 4. Nondeprived

families reported stable employment at both times. Adolescents in deprived households, especially boys, reported the highest conflict with parents. Adolescents in recovery families reported high conflict when parents were unemployed, but levels declined when parents were reemployed. According to mothers, daughters in deprived households enjoyed the highest level of autonomy of any adolescent group.

0064

Characteristics of relapse following adolescent substance abuse treatment.

ADBES. Brown, S.A. ; Vik, P.W.-Creamer, V.A. Elmsford, N.Y. : Pergamon Journals LTD. Addictive behaviors. 1989. v. 14 (3). p. 291-300. Includes references. (NAL Call No.: DNAL RC563.A33).

Historically research has focused on the characteristics of adults who relapse following treatment for alcohol or drug dependence. The circumstances of adolescent relapse, however, have largely gone unattended. The present study investigated the relapse rates and characteristics of adolescent posttreatment drug relapse. Seventy-five teens and their parents were interviewed while participating in an adolescent chemical dependency treatment program and at three and six months following treatment. Results indicate that a number of characteristics of adolescent relapse, including rates, are comparable to those of adults. In contrast to adult relapse, adolescent relapses occur most commonly in the presence of social pressure to drink. Situational characteristics of initial relapse experiences were different for transient or minor relapses and adolescent relapses which lead to a return to abusive drinking and drug use patterns.

0065

Child abuse and its consequences observational approaches /Rachel Calam, Cristina Franchi.

Calam, Rachel. ; Franchi, Cristina. Cambridge England ; New York : Cambridge University Press, 1987. Includes index. xi, 226 p. : ill. ; 24 cm. Bibliography: p. 218-223. (NAL Call No.: DNAL HV6626.5.C35).

Abstract: This publication addresses some of the main problems in defining child abuse and in monitoring its psychological effects on the child. Through the use of observational approaches, the authors illustrate the kinds of behavior that abused children may show, and the way that this can best be handled in order to help them to make a satisfactory adjustment to the social environment. The book considers the longer term psychological effects of abuse on the child, and presents research data from a long-term followup of a group of abused children. The book also focuses on the mothers of the children studied. This book will be useful to psychology and sociology students, and to all professionals in the child care area.

0066

Child in need of supervisionRosalind Jenkins.

Jenkins, Rosalind. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual Conference."~ Title program book: Chins-up.~ "414-T12.". 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.171). Abstract: CHINS-UP is a week-long day camp organized for the Child In Need Of Supervision, a joint effort of the Chambers County Extension Service and the local juvenile court. It focuses on serving youth at risk with severe behavior problems. These youths have the potential for becoming juvenile delinquents. This seminar will show how this camp is an alternative outreach program for CHINS to acquire positive adult role model figures and to form positive peer group relationships. The camp is operated on these objectives: teamwork, self-government, adult partnership, and parent involvement. Programs held during camp include: personal hygiene, building self-esteem, goal setting, developing job-hunting skills, drugs, teen sexuality, physical fitness, "tough love," and parenting training for problem youth. Presentations will be on what was done, results, hand-outs, visuals on involvement with the activities, feedback, and interaction of participants.

0067

Child sexual abuse prevention programs: what makes them effective in protecting children?.

Kraizer, S. ; Witte, S.S.-Fryer, G.E. Jr. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Sept/Oct 1989. v. 18 (5). p. 23-27. Includes references. (NAL Call No.: DNAL HV701.C51). In order to protect children, educators and parents need to know what works. An evaluation was conducted on the Safe Child Personal Safety Training Program which is conducted by the Coalition for Children, Inc. through a grant from the National Center on Child Abuse and Neglect. The evaluation was completed on 670 children, ages 3 through 10, from rural, urban and suburban schools in three states. The most important finding was that the Safe Child program consistently enabled children to demonstrate skills associated with reduction of risk for child abuse, and that they were able to learn the skills as early as preschool years. Implications for programming suggest that: prevention education should 1) be experientially-based 2) begin in preschool years 3) give children the information and skills they need--nothing more. Evaluation should be an inherent part of every prevention program.

0068

Children in sport: participation motives and psychological stress.

Passer, M.W. Champaign, Ill. : Human Kinetics Publishers. Quest. This publication is not owned by the National Agricultural Library.~ Literature review. 1981. v. 33 (1). p. 231-244. Includes references. (NAL Call No.: DNAL A00014).

A review article primarily covering the literature on participation motivation in youth sport and on the psychological stress of young athletes. The major participation reasons include affiliation, skill development, excitement, success and status, fitness, and energy release. The bulk of the article discusses the stress involved in youth sports. Two areas are covered: situational factors and intra-personal factors. The type of sport activity that has the greatest social evaluation tends to create the greatest pre-event stress. Youth who display high competitive-trait-anxiety show more stress than those with low competitive-trait-anxiety. Also discussed is the idea that sports are no more stressful than other activities, such as band or test-taking. The stress that is felt by some participants may be from the situational and intra-personal factors.

0069

Children's attributions for success and failure: effects of age and attentional focus.

JLEPAX. Wigfield, A. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Mar 1988. v. 80 (1). p. 76-81. Includes references. (NAL Call No.: DNAL LB1051.J6).

This study was an assessment of how children's achievement attributions were influenced by their age, attentional focus, gender, and success or failure experience. Older and younger elementary school children performed a memory task under either self-focusing or task-focusing and the other half failure feedback. Attributions for performance were then obtained. In the success condition, children judged effort to be the most important cause of their performance, whereas children in the failure condition attributed their performance mostly to the difficulty of the task and their inability to remember the story. Older children in the self-focus condition attributed success more to internal causes than did older children in the task-focus condition. Younger children attributed both success and failure more to luck than did older children. Few sex differences in attributions were obtained.

0070

Children's beliefs about listening: is it enough to be still and quiet?.

CHDEAW. McDevitt, T.M. ; Spivey, N.~Sheehan, E.P.~Lennon, R.~Story, R. Chicago, Ill. : University of Chicago Press. Child development. June 1990. v. 61 (3). p. 713-721. Includes references. (NAL Call No.: DNAL RU1.C3).

This study examined children's conception of listening and their performance as listeners. 7-, 9-, and 11-year-old children were interviewed for their conceptions of good listening, their beliefs about appropriate actions for confused listeners to take, their attributions of responsibility for a listener's confusion, their reports of how speakers and listeners feel during communication breakdown, and their ability to detect inconsistencies during a comprehension-monitoring task. Results indicated that older children relied less on behavioral orientation and more on attempts to comprehend and other criteria in their definitions of good listening. Children believed that appropriate listening responses depend on the situation, and there was a developmental increase in asking the speaker a question and listening more carefully. With age, children also tended to report more complex negative emotions for listeners and speakers experiencing a breakdown in understanding. Children recalled incongruent material more than congruent material on the comprehension-monitoring task.

0071

Children's evaluations of morality in the context of peer, teacher-child, and familial relations.

JGPYAI. Killen, M. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Sept 1990. v. 151 (3). p. 395-410. Includes references. (NAL Call No.: DNAL BF713.J68).

64 children, 6-12 years of age, evaluated 4 stories about physical harm and 4 stories of distributive justice. All children received all stories. Questions were designed to test how the children evaluate moral transgression and conflicts, and how they form decisions when there is new information about the conflict. Results show that the children evaluate moral transgressions (do not involve conflict) differently by familial moral conflicts. Age-related differences were seen in the explanations given for judgments. Priority is given to concerns for welfare and fairness.

0072

Children's expectations of the outcomes of social strategies: relations with sociometric status and maternal disciplinary styles.

CHDEAW. Hart, C.H. ; Ladd, G.W.~Burleson, B.R. Chicago, Ill. : University of Chicago Press. Child development. Feb 1990. v. 61 (1). p. 127-137. Includes references. (NAL Call No.: DNAL RU1.C3).

To explore relations between maternal disciplinary styles, children's expectations of the outcomes of social strategies, and children's peer status, 144 mothers and their first- (N = 59) and fourth- (N = 85) grade children (ages = 70-86 months and 116-129 months, respectively) participated in home interviews prior to the beginning of the school year. Measures of children's

sociometric status were obtained in classrooms after the school year began. Results indicated that children of mothers who were more power assertive in their disciplinary styles tended to be less accepted by peers and tended to expect successful outcomes for unfriendly-assertive methods for resolving peer conflict (e.g., threatening to hit another child). In addition, children who expected unfriendly-assertive strategies to lead to self-oriented gains were less accepted by peers. Moreover, maternal disciplinary styles and outcome expectations for unfriendly-assertive strategies were found to make separate and independent contributions to peer status.

0073

Children's housework and psychosocial functioning: the mediating effects of parents' sex-role behaviors and attitudes.

CHDEAW. McHale, S.M. ; Bartko, W.T.-Crouter, A.C.-Perry-Jenkins, M. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1413-1426. Includes references. (NAL Call No.: DNAL RJ1.C3). We examined sex-typed housework of children from dual- and single-earner families and its implications for children's adjustment as a function of congruencies between children's work and parents' sex-role behaviors and attitudes. Participants were 152 firstborn 9-12-year-olds (85 girls, 67 boys) and their parents. All fathers and 50% of mothers were employed. In home interviews parents rated their sex-role attitudes, and children rated their competence, stress, and parent-child relationships. In 7 nightly telephone interviews, children and parents described their household tasks for that day. Analyses revealed sex and earner-status differences in children's and parents' involvement in traditionally feminine and masculine tasks. Correlations between levels of parents' and children's task involvement were significant only in the case of fathers and sons in single-earner families. Regarding the connections between task performance and child adjustment we found that incongruency between boys' sex-typed tasks and their fathers' sex-role behaviors and attitudes was linked to poorer psychosocial functioning, a pattern that did not hold for girls.

0074

Children's perceptions of self and of relationships with others as a function of sociometric status.

CHDEAW. Patterson, C.J. ; Kupersmidt, J.B.-Griesler, P.C. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1335-1349. Includes references. (NAL Call No.: DNAL RJ1.C3). We studied the relations among children's reports about their own competence, objective measures of their competence, and their views of important

relationships with others as a function of sociometric status. 515 third- and fourth-grade children responded to questions about aspects of their personal competence and about their relationships with mothers, fathers, teachers, and best friends. Rejected children reported the least supportive relationships overall with their fathers of any status group; this was especially true of rejected-aggressive children. Neglected children reported the lowest perceived social competence with peers. The subjective reports of rejected but not neglected children overestimated their social competence as rated by peers. Relative to teacher reports, rejected-aggressive children also overestimated their behavioral competence. While highlighting heterogeneity among low-accepted groups, these results add to knowledge about the subjective experiences of children who are unpopular with peers.

0075

Children's representation of the pattern of daily activities.

CHDEAW. Friedman, W.J. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1399-1412. ill. Includes references. (NAL Call No.: DNAL RJ1.C3). An important part of humans' knowledge of time depends on forming mental representations of recurrent temporal patterns. This study was an attempt to characterize the representations of one such pattern--the relative times of occurrence of daily activities such as waking, lunch, dinner, and going to bed in 4-9-year-old children. The results of 3 experiments showed that by 5 years of age children can judge the backward order of daily activities, judge the forward order from multiple reference points within the day, and evaluate the lengths of intervals separating daily activities. By about 7 years, children can also judge backward order from multiple reference points. These findings impose constraints on the types of representational models that can explain young children's knowledge of this pattern. The results also show that certain operations can be performed on this content about 6 years earlier than on 2 other temporal contents--the patterns of days of the week and months.

0076

Children's responses to different forms of expression of anger between adults.

CHDEAW. Cummings, E.M. ; Vogel, D.-Cummings, J.S.-El-Sheikh, M. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1392-1404. Includes references. (NAL Call No.: DNAL RJ1.C3). Anger is not a homogeneous stimulus, but can vary on a variety of dimensions and domains. This study examined children's responses to anger as a function of: (a) the mode of expression of anger (nonverbal, verbal, verbal-physical), and (b) whether or not anger between others was resolved. Children were presented with videotaped segments of

angry and friendly interactions and asked questions concerning their responses. All angry interactions, including nonverbal anger, were perceived as negative events and elicited negative emotions. Unresolved anger was perceived as a far more negative event than resolved anger and induced greater feelings of anger and distress in children. Verbal-physical anger was perceived as the most negative form of expression of anger. Boys reported more angry feelings in response to anger than girls. Distress responding was greater in children from homes in which there was interparent physical aggression and in children with behavior problems. Finally, the utility of this methodology is supported by relatively high test-retest reliability and limited evidence of context effects.

0077

Children's self-esteem and parental support.

JMFAA6. Felson, R.B. ; Zielinski, M.A. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Aug 1989. v. 51 (3). p. 727-735. Includes references. (NAL Call No.: DNAL HQ1.J86).

Longitudinal data are used to estimate the reciprocal relationship between parental support and self-esteem among children in the fifth through eighth grades. The results suggest that parents' supportive behavior--as measured by children's reports--affects the self-esteem of children but that self-esteem also affects how much support children report their parents give them. In addition, parents have a greater effect on the self-esteem of girls than of boys. Finally, mothers and fathers have similar effects for both sexes.

0078

Children's self-perceptions of competence and help seeking.

JGPYAI. Nelson-Le Gall, S. ; DeCooke, P.; Jones, E. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Dec 1989. v. 150 (4). p. 457-459. Includes references. (NAL Call No.: DNAL BF713.J68).

The relationship between children's self-perceptions of their cognitive competence, task-specific competence, and their help-seeking behavior was examined. Specifically, the degree to which a child perceived their competence would determine whether they sought help. Data gathered included grade, sex, necessity of help, and type of help with frequency of help-seeking as the dependent variable. Findings showed the lower the children's perceived competence, the more help they sought.

0079

Civic literacy through school enrichment Lucille Linden.

Linden, Lucille. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989

NAE4-HA Annual Conference."~ Title in program book: Civic literacy through school enrichment : politics and the press.~ "414-T16.". 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.178).

Abstract: Civic literacy is an enduring youth issue; 4-H professionals have a continuing responsibility to prepare youth to be informed citizens. Teens assigned a beat at a legislative press conference to report on tax reform or waste management got a new perspective on how our democratic system functions. They prepared for it through stimulating four-lesson orientation on the role of the media in public policy decisions, Politics And The Press. This 4-H Know your Government Program includes an orientation that can be a stand-alone curriculum or lead to a hands-on learning citizenship conference at the state capitol. The Press has been adapted as a school enrichment package to supplement and support the citizenship curriculum. The workshop will present a model package and guidelines for a successful school enrichment program.

0080

Clothing interests, body satisfaction, and eating behavior of adolescent females: related or independent dimensions?.

Littrell, M.A. ; Damhorst, M.L.~Littrell, J.M. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1990. v. 25 (97). p. 77-95. Includes references. (NAL Call No.: DNAL HQ793.A44).

Adolescents' clothing interests, body satisfaction, and eating behaviors were examined for conceptual dimensions and possible interrelationships. Generation of hypotheses was the goal of this exploratory research. Instruments measuring adolescents' dress concerns, body satisfaction, and eating behaviors were administered to 751 females. Principal component analysis was used to identify five clothing dimensions (experimentation, self-enhancement, conformity, economics and practicality, and modesty), two body satisfaction dimensions (face and extremities, midsection and weight), and two eating dimensions (drive for thinness and binging). Items measuring clothing interests, body satisfaction, and eating behaviors were conceptually independent; clothing factors showed little or no correlation with either body satisfaction or eating factors. Hypotheses were generated related to concepts identified in the factors.

0081

Cocaine and crack users compared.

Ringwalt, C.L. ; Palmer, J.H. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 851-859. Includes references. (NAL Call No.: DNAL HQ793.A44).

Because crack use is such a recent phenomenon, little is known about users of this highly addictive drug, the harmful effects of which have been

widely publicized. This study hypothesized that crack users would be more depressed and more alienated from family, friends, and school staff than would cocaine users, and would consider as less important reasons not to use crack and cocaine. The authors compared 411 users of cocaine (but not crack) to 156 crack users, all but 22 of whom had also use cocaine. The sample was derived from a larger random survey of 7th-through 12th-grade students in North Carolina. Results indicated that crack users were younger than cocaine users, made poorer grades were more depressed, and were more likely to be alienated from family and friends. However, cocaine and crack users were equally unlikely to confide in anyone in their school if they had a drinking or drug problem. Further, crack users were more likely to have talked once to a teacher or counselor in the past year about their problems. The implications of these seemingly inconsistent findings are explored. Crack users appear to be a particularly vulnerable population.

O082

Cocaine in the brain /edited by Nora D. Volkow and Alan C. Swann.

; Volkow, Nora D.,; 1956--Swann, Alan C.,; 1946-. New Brunswick : Rutgers University Press, c1990. xiv, 188 p., 1 leaf of plates : ill. (some col.) ; 24 cm. Includes bibliographical references and index. (NAL Call No.: DNAL QP801.C68C62).

Abstract: In discussing the consequences of cocaine use on individuals and society, this volume presents up-to-date research on brain mechanisms of cocaine use including the historical/social and psychological perspectives. The publication assists readers in comprehending the cocaine problem from multiple perspectives, beginning with the neural mechanisms of craving and leading to new approaches to developing effective diagnostic, treatment, and prevention programs. Topics include: populations at risk for cocaine use and subsequent consequences, synaptic effects and adaptations of cocaine, imaging techniques in the investigation of the effects of cocaine in the brain, and medical, endocrinological, and pharmacological aspects of cocaine addiction.

O083

Cognitive correlates of adolescents' aspirations to leadership: a developmental study.

Singer, M. London : Academic Press. Journal of adolescence. June 1990. v. 13 (2). p. 143-155. Includes references. (NAL Call No.: DNAL RU499.A1J57). The study examined age and gender differences in leadership aspirations among teenage adolescents. It was hypothesized that adolescents' valence, self-efficacy and attribution perceptions about leadership would be predictive of their aspirations to leadership. Altogether 52 fourth form and 78 seventh form high school students completed a questionnaire measuring (a)

overall leadership aspirations, (b) 13 valence-instrumentality expectancies for 13 leadership outcomes, (c) self-efficacy perceptions, and (d) attributions of effective leadership. The results revealed significant gender differences in valence scores and significant age differences in self-efficacy and attribution measures. Regression analyses indicated that fourth formers' leadership aspirations were significantly predicted from their "ease-of-success" self-efficacy expectation; whereas seventh formers from either valence perceptions (males) or self-efficacy and attribution scores (females). These results were discussed in the context of the valence and self-efficacy models of career decision-making processes and attribution theory.

O084

Cognitive functioning in children from alcoholic and non-alcoholic families.

Johnson, J.L. ; Rolf, J.E. Edinburgh : Churchill Livingstone. British journal of addiction. This publication is not owned by the National Agricultural Library. 1988. (83). p. 849-857. Includes references. (NAL Call No.: DNAL A00024).

Cognitive, academic, and behavioral problems have been reported to occur among school-aged children of alcoholics. Many of these reports have obtained data from very mixed samples of high risk subjects. The present study focused instead on a homogeneous non-disadvantaged sample of 50 male and female children of recovering alcoholics and compared them to 48 male and female children of non-alcoholics using a test battery assessing cognitive functioning. Included were measures of intelligence and academic performance as well as parental ratings and self ratings of perceived cognitive competence. Statistically significant differences between these two groups on Verbal, Performance, and Full Scale IQ were not found. Similarly, there were no significant differences in academic performance. However, there were significant differences in mother's perceptions and self-perceptions of cognitive competence. The pattern of results suggest evidence that cognitive functioning problems in non-disadvantaged children of alcoholics are subtle and perhaps less influential with regard to academic problems than maternal performance expectations and self perceptions of cognitive competence.

O085

Community service for young adolescents a background paper /Joan Schine.

Schine, Joan. Washington, D.C. : Carnegie Council on Adolescent Development, 1989. "June 1989.". 22 p. ; 29 cm. Includes bibliographical references (p. 20-22). (NAL Call No.: DNAL HQ784.V64S3).

Abstract: This background paper for the Carnegie Council on Adolescent Development focuses on community service

for young adolescents. The authors begins with a discussion of the rationale for youth community service and arguments for expanding opportunities for these youth. Next, the author describes appropriate roles for the young adolescent within community service. She describes both school- and community-based programs. Following this, the author explains how placement differs for these youngest adolescents and how community service can play a role in middle school reform. Last, she summarizes barriers to community service.

0086

A comparison of child-rearing practice among Chinese, immigrant Chinese, and Caucasian-American parents.

CHDEAW. Lin, C.Y.C. ; Fu, V.R. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 429-433. Includes references. (NAL Call No.: DNAL RJ1.C3). This study investigated the differences and similarities in child-rearing practices among Chinese, immigrant Chinese, and Caucasian-American parents. The subjects of this study were the mothers and fathers of 138 children enrolled in kindergarten, first grade, and second grade in Taiwan and the United States. The child-rearing variables under study were: parental control, encouragement of independence, expression of affection, and emphasis on achievement. MANOVA yielded significant group effects on the parental variables. It was found that Chinese and immigrant Chinese parents tended to rate higher on parental control, encouragement of independence, and emphasis on achievement than Caucasian-American parents. The adaptability of the immigrant Chinese to the conditions of life and social structures of the United States, while maintaining traditional patterns of socialization, is discussed.

0087

A comparison of role strain and coping strategies by gender and family structure among early adolescents.

Bird, G.W. ; Harris, R.L. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. May 1990. v. 10 (2). p. 141-158. Includes references. (NAL Call No.: DNAL HQ796.J62). This study examined differences in peer and family role strain and use of coping strategies by gender and family structure using data from a sample of 203 eighth-grade early adolescents. Post hocANOVA results indicated significant differences among early adolescent males and females on level of role strain experienced as family members and in use of Social Support and Ventilation factors as coping strategies. Female adolescents experienced significantly greater family role strain than did males. Female early adolescents reported using Social Support significantly more often and Ventilation significantly less often than did their male counterparts. Data analysis also revealed that adolescents in single-parent families

used Family Support to cope with stress significantly less often than did adolescents in two-parent families. The implications of these findings are identified and discussed and directions for future research are suggested.

0088

Competition: can the assets exceed the liabilities?.

Clifford, M.M. Tucson, Ariz. : Associates for Youth Development. New designs for youth development. Winter/Summer 1989. v. 9 (1/3). p. 25-30. Includes references. (NAL Call No.: DNAL HQ793.N48). Competition can be defined in many different ways. Often it is defined as a process through which an individual or group wins at the expense of others. Clifford points out that this definition implies that winning and losing are the only outcomes and that self-competition to surpass individual skills is invalid. Clifford describes the negative aspects of competition, including: Decreased learning and performance, increased cheating, imbalanced skill development, false judgments about individual's abilities, and false judgments about self. She also describes the positive aspects of competition including: Instructional value, reducing monotony of practice activities, eliciting maximum effort, increasing self-knowledge and goal awareness, and ensuring purposeful direction of energy. Eight guidelines are given to educators who want to create competitive activities for youth and while minimizing liabilities.

0089

Competition in youth sports: process or product?.

Dubois, P.E. Indianapolis, Ind. : Phi Epsilon Kappa. The Physical educator. This publication is not owned by the National Agricultural Library. Oct 1980. v. 37 (3). p. 151-154. Includes references. (NAL Call No.: DNAL A00027). This article discusses two types of competition--competition as a product and as a process. Given are the components of each as well as suggestions on how to make product competition more like process competition. This article is focused toward athletics, but can be adapted to other competition.

0090

Conceptions of athletic excellence among children and adolescents.

CHDEAW. Watkins, B. ; Montgomery, A.B. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1362-1372. Includes references. (NAL Call No.: DNAL RJ1.C3). Youth in grades 3, 6, 9, and 12 were interviewed about their beliefs regarding athletic excellence. A set of open-ended questions assessed beliefs about the source of athletic ability and the differences between excellent athletes and others. Respondents also rated excellent athletes on a checklist containing various physical, cognitive,

emotional, and interpersonal traits. Younger children were less likely than adolescents to differentiate excellent athletes. All participants, but especially adolescents, attributed greater physical skills to highly competent athletes. All but the third graders thought excellent athletes were different from others in terms of cognitive skills (e.g., attention, concentration), and adolescents believed excellent athletes also differed from others in terms of attitudes (e.g., motivation, determination). Older males were more likely to believe that athletic excellence was due to natural ability, whereas older females were more likely to attribute excellence to early social support and facilitation.

0091

Conference program & abstracts forty-third annual Conference, National Association of Extension 4-H Agents, Mobile, Alabama, November 5-9, 1989.

Mobile, Ala.? : The Association?, 1989? . Cover title.~ Theme of conference is Jubilee, harvesting resources for change. 80 p. : ill. : 28 cm. (NAL Call No.: DNAL S533.F66N36 1989).

Abstract: This publication provides abstracts for a wide range of 4-H educational projects and curriculums which were presented and discussed at the 43rd Annual Conference of the National Association of Extension 4-H Agents. These presentations included materials intended to assist 4-H leaders in developing their skills in addition to examinations and demonstrations of materials intended to be used with 4-H members.

0092

Connections service learning in the middle grades : a survey conducted by the Early Adolescent Helper Program /written by Diane Harrington, Joan Schine.

Harrington, Diane. ; Schine, Joan G. New York, N.Y. : Center for Advanced Study in Education/CASE, the Graduate School and University Center of the City University of New York, c1989. 78 leaves : 28 cm. Includes bibliographical references (leaves 75-76). (NAL Call No.: DNAL HQ784.V64H3).

Abstract: This report is a survey of community service programs which involve young adolescents as volunteers. The report presents 15 specific programs as case studies. First, the author discusses the rationale behind involving young adolescents in community service, including a section on the need for middle school reform. Next, the methodology of the survey is described, including the criteria for selecting the programs for further study. Following this, seven programs are examined in detail and eight are discussed in less detail. Programs include a peer tutoring programs, peer mediation program, senior citizen programs, peer counselor programs, helper program, youth leadership program, a folklife research

project, and multiple community service programs. Next, an analysis of the case studies is provided, which focuses on appropriate roles for the youth volunteers, common elements among programs, and common problems. Last, recommendations are made for developing or improving the quality of youth service.

0093

Consulting group recommendations 59th National 4-H Conference, April 9-15, 1989, Washington, D.C.

Washington, D.C.? : U.S. Department of Agriculture, Cooperative Extension System, 1989 . Cover title.~

"Consulting group and ambassador reports"--Contents p. 22 p. : 28 cm. (NAL Call No.: DNAL aS533.F66N3 1989). Abstract: This report by the delegates participating in the 1989 4-H Conference focuses on Cooperative Extension's new initiative, youth at risk. The first section outlines the potential competency of youth and lists recommended areas to consider, including life skills, technical skills, global unity, self responsibility, and marketing. The second section addresses the role of youth in coalitions and partnerships. The next section gives ideas for teaching coping skills to children in four areas: values, self development, relationships, and environment. Following this is a section on contributory skills needed for communication, leadership, and cooperation. The last chapter is the report of the ambassador group. Each section includes goals and recommendations in several areas.

0094

The contribution of significant others to adolescents' self-esteem.

Lackovic-Grgin, K. ; Dekovic, M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 839-846. Includes references. (NAL Call No.: DNAL HQ793.A44).

This research examined the developmental trends in the contribution of evaluations by significant others (mother, father, teacher, and friend) to the self-esteem of adolescents. The sample consisted of 399 adolescents divided into three age groups (mean age: 13.4, 15.5, and 17.5 years). Semantic-differential scales were used. An analysis of variance revealed that adolescents differed in their self-esteem with regard to sex and age: girls evaluated themselves more positively than did boys and younger adolescents more positively than the older ones. The hypothesis that the contribution of significant others becomes less important with increased age was not completely confirmed. The relative contribution of significant others' evaluations differed depending on age and sex of adolescent.

0095

Cooperation as a function of self-concept, sex and race.

DeVoe, M.W. S.I. : s.n. . Educational research quarterly. This publication is not owned by the National Agricultural Library. Summer 1977. v. 2 (2). p. 3-8. Includes references. (NAL Call No.: DNAL A00029).

This study examines how cooperation is affected by self-concept, sex, and race. 290 elementary school children ages 10 were paired into three groups relative to their self-concept, sex, and race. Results show pairs of high self-concept children tend to display competitive behaviors while low self-concept pairs cooperated. In mixed pairs, the high self-concept child competed more than blacks. No significant differences between sexes are indicated.

0096

Cooperative Extension System launches national Youth at Risk Initiative.

Irby, J. ; Calvert, P. Washington, D.C. : Youth Policy Institute Inc. Youth policy. July/Aug 1989. v. 11 (7). p. 5-8. ill. (NAL Call No.: DNAL HV471.Y68).

This article provides background on the Cooperative Extension System and the Youth at Risk Initiative. This initiative seeks to expand Extension's outreach to more youth, particularly those who are most vulnerable because of poverty, lack of parental support, and negative peer pressure. Model programs are described in the critical needs areas: self-esteem, careers and employment skills, fitness and health, reading and technology literacy, parental support, child care, problem solving/decision-making skills and futuring.

0097

Coordinating services for abused adolescents how to do it /frank barry.

Barry, Frank. Ithaca, New York : Family Life Development Center, Cornell University, 1989? . "Star project manual."~ "Statewide teamwork for abused runaways."~ "A project of the Family Life Development Center, Department of Human Development and Family Studies, College of Human Ecology, Cornell University."~ "First printing: June 1988; second printing: November 1988; third printing: April 1988."~ "Funded in part by the U.S. Department of Health and Human Services, Office of Human Development Services."~ "Grant No. 90-CJ-0090." 34 p. ; 28 cm. (NAL Call No.: DNAL HV741.B3).

Abstract: This manual discusses coordinating services for abused runaway and homeless youths and their families. This booklet addresses the problems of coordinating the services of several agencies that may be required to deal with an abusive situation. Specific examples are offered of ways in which youth workers, child protective workers, and others have coordinated their services. The examples described here were encountered in Cornell University's STAR Project in New York State between

1985 and 1987. The STAR Project was created to assist in coordinating services for maltreated runaways, to develop training for runaway program staff, and to gain further knowledge of the needs of runaways.

0098

A covariance structure model test of antecedents of adolescent alcohol misuse and a prevention effort.

Dielman, T.E. ; Shope, J.T.-Butchart, A.T.-Campanelli, P.C.-Caspar, R.A. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (4). p. 337-361. Includes references. (NAL Call No.: DNAL HV5808.J68).

As part of an alcohol misuse prevention evaluation, questionnaires were administered to 4,157 junior high school students to determine levels of alcohol misuse, exposure to peer use and misuse of alcohol, susceptibility to peer pressure, internal health locus of control, and self-esteem. A conceptual model of the antecedents of adolescent alcohol misuse and the effectiveness of a prevention effort was tested using covariance structure modeling techniques. The factor loadings for the model were all moderate to high, indicating that the observed variables served well as measurement instruments for the latent variables. The hypothesized structural relationships among the latent variables of alcohol misuse, exposure to peer use and misuse of alcohol, susceptibility to peer pressure, internal health locus of control, and self-esteem were supported by the data. The full model explained 45 percent of the variance in alcohol misuse in the analysis based on the total sample. The direct effect of the intervention on alcohol misuse was small but significant in the hypothesized direction. The direct effects of the intervention on susceptibility to peer pressure and internal health locus of control were not significant. The model was tested separately for groups of students who had high versus low scores on susceptibility to peer pressure in order to test the interaction between susceptibility to peer pressure and exposure to peer use and misuse of alcohol. The percentage of variance accounted for in alcohol misuse did not increase upon testing the model separately for students who had high versus low scores on susceptibility to peer pressure. Observed differences in the significance of the parameter estimates between the high and low susceptibility to peer pressure groups suggest that different approaches to the design and evaluation of substance abuse prevention programs may be necessary for different subgroups of students.

0099

Creative crime fighting. N/A.

Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual

Conference."~ "414-T17.". 1 sound cassette (ca. 90 min). (NAL Call No.: DNAL Audiocassette no.168).
 Abstract: This hands-on self-defense course will teach you practical ways to protect yourself from the increasing threat of violent crime in a lively, entertaining format. Learn how to outsmart the criminal with both simple, well-know prevention methods and new creative crime fighting techniques. Screaming smart, running smart, and fighting smart could make the difference between being a victim of a crime or a survivor. Also discussed are the criteria for choosing a weapon, psychological profile of a criminal and physical self-defense moves. A vital seminar for both men and women.

0100

Cross cultural learning with the Navajo.
 Luckmann, C. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Fall 1989. v. 12 (3). p. 23-27. (NAL Call No.: DNAL L11.J68).
 The author describes the outcome of an experiment in cross cultural living involving nine Seattle junior and seniors living for four weeks in two traditional communities on the Navajo Reservation at Big Mountain and Rock Point, Arizona. The purpose of the trip was for the high school students to learn first hand the differences in cultures and social values between themselves and the Navajos. It also gave them an understaff of being a minority. Upon returning to Seattle, the students prepared a book and made a presentation to their student body on their experiences.

0101

Crushproduced by the YWCA of the U.S.A., National Board and staff for the Program Services Division.
 New York, NY : The Board, c1989. VHS. 1 videocassette (18 min.) : sd., col. : 1/2 in. + 1 discussion guide. (NAL Call No.: DNAL Videocassette no.716).
 Abstract: A YWCA video program designed to trigger discussion of the feelings and perceptions teens have about friendships, crushes, love...to validate their experiences and to allow them to explore their vulnerabilities. "Crush" opens with a brief fantasy vignette and then listens to teens (girls) discuss their reactions, feelings, concerns...openly and honestly. The goal is to stimulate the audience --- teens, parents, adults working with teens --- to discuss the process of adolescent relationship building. There is a companion video, "Lovesick", which discusses the feelings of boys.

0102

Current patterns and programs for teenage pregnancy prevention a summary for policy makers /prepared for the Committee on Labor and Human Resources, United States Senate by the Institute for Research and Evaluation.
 Washington, D.C.? : U.S. G.P.O. : For

sale by Supt. of Docs., Congressional Sales Office, 1989. "September 1989."~ Cover title. v. 31 p. ; 24 cm. Includes bibliographical references (p. 31). (NAL Call No.: DNAL RC556.5.C8).
 Abstract: This publication is designed to provide background for hearings of the Committee on Labor and Human Resources on the general subject of adolescent pregnancy prevention. Research findings that have relevance for policy makers and administrators who are concerned about teenage pregnancy are summarized. Major program and solution strategies (sexuality education programs, contraception interventions, school based clinics, and the values based adolescent family life programs), their basic assumptions, and evidence of their effectiveness are discussed. The conclusion emphasizes the continuing failure of the major interventions, the need for broader based approaches that address more specifically the dynamics of the problem, and the potential of the value based programs. Comments by the staff of the committee majority on the report are included.

0103

Curricula interventions for identity change: substantive and ethical considerations.
 Waterman, A.S. London : Academic Press. Journal of adolescence. In series analytic: Adolescent identity: an appraisal of health and intervention / edited by Sally L. Archer. Dec 1989. v. 12 (4). p. 389-400. Includes references. (NAL Call No.: DNAL RJ499.A1J57).
 The rationale for school-based curricula interventions to promote identity formation is based on the advantages of psychological functioning associated with use of the more sophisticated identity statuses and the opportunities available in school settings to create the conditions facilitating developmental movement in that direction. A variety of education strategies pertaining to identity development are described, along with their probable impacts upon various aspects of the processes involved in forming a sense of identity. Ethical considerations for both supporting and opposing identity-related interventions are presented. Suggestions are offered as to how best to proceed when implementing identity-related education curricula.

0104

Daily emotional states as reported by children and adolescents.
 CHDEAW. Larson, R. Chicago, Ill. : University of Chicago Press. Child development. Oct 1989. v. 60 (5). p. 1250-1260. Includes references. (NAL Call No.: DNAL RJ1.C3).
 Hour-to hour emotional states reported by children, ages 9-15, were examined in order to evaluate the hypothesis that the onset of adolescence is associated with increased emotional variability. These youths carried electronic pagers for 1 week and filled out reports on their emotional states in response to

signals received at random times. To evaluate possible age-related response sets, a subset of children was asked to use the same scales to rate the emotions shown in drawings of faces. The expected relation between daily emotional variability and age was not found among the boys and was small among the girls. There was, however, a linear relation between age and average mood states, with older participants reporting more dysphoric average states, especially more mildly negative states. An absence of age differences in the ratings of the faces indicated that this relation could not be attributed to age differences in response set. Thus, these findings provide little support for the hypothesis that the onset of adolescence is associated with increased emotionality but indicate significant alterations in everyday experience associated with this age period.

O105

Death and adolescent bereavement: current research and future directions.

Balk, D.E. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Literature review. Jan 1991. v. 6 (1). p. 7-27. Includes references. (NAL Call No.: DNAL HQ793.J68).

The author reviews research conducted in the 1980s regarding death and adolescent bereavement. Prior to 1981 little research attention was given to this subject. A plethora of material has appeared since then, with attention paid to adolescents bereaved over (a) a parent's death, (b) a sibling's death, and (c) their own impending death. Adolescent bereavement over a friend's death has mostly been overlooked. Research needs in this field of inquiry include (a) longitudinal investigations to study the trajectory of adolescent bereavement (b) development of theoretical models to explain adolescent bereavement, and (c) integration with the traditional areas of adolescence inquiry, such as cognitive development moral reasoning, gender socialization, and identity formation.

O106

Decision-making processes of youth.

Moore, J.W. ; Jensen, B.-Hauck, W.E. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 583-592. Includes references. (NAL Call No.: DNAL HQ793.A44).

Research supports the theory that after administrators make a decision, feedback, both positive and negative, and also the administrators' perceived security vis-a-vis their position affect their level of commitment to a course of action. However, this research fails to recognize that subjects of college age playing administrators in the simulated, experimental treatments which have been presented in the research had nothing personally to lose if they made a bad decision--an orientation contradictory to the reality of most actual administrative positions. Additionally, the research ignores the interactional effects of the personality of decision

makers in terms of their anxiety levels and the judgments they make. This study took both of these considerations into account by creating a decision-making situation within which prospective administrators made monetary commitments to long-term goals while their anxiety level, both as a basic personality attribute and an index of the reality of the decision-making process, was monitored under conditions of varying levels of job insecurity and resistance to their policies in relation to their decisions. Analyses revealed that contrary to the results of past research which used college students as subjects: (1) there is a significant negative correlation between levels of anxiety and commitments to previously chosen courses of action; (2) there are no significant effects of job security on commitment; and, most importantly, (3) high resistance to a policy decision leads to significantly less monetary commitments to long-term goals. The findings suggest that the basis for the contradictory results lies with the anxiety level of decision makers and the realism of experiencing a loss by making poor decisions.

O107

Depressed mothers' judgments about their children: an examination of the depression-distortion hypothesis.

CHDEAW. Richters, J. ; Pellegrini, D. Chicago, Ill. : University of Chicago Press. Child development. Oct 1989. v. 60 (5). p. 1068-1075. Includes references. (NAL Call No.: DNAL RJ1.C3).

The belief that depressed mothers have distorted perceptions of their children's problems has gained considerable currency in recent years. The empirical basis for this belief at present amounts to little more than reliable demonstrations that depressed mothers tend to report more behavior problems in their children than do nondepressed mothers. An obvious alternative to the distortion interpretation is that depressed mothers are accurate about their children's behavior problems. We examined these competing models by comparing teachers' ratings of children with ratings provided by their mothers, who varied on the dimensions of depressed mood, depressed clinical state, and history of depression. Mothers' and teachers' ratings yielded substantially similar portraits of child behavior problems at the group level, with children of in-remission and in-episode mothers manifesting significantly higher levels of behavior problems than children of control mothers. Moreover, agreement between mothers and teachers was in the moderate range for all index groups and did not differ significantly from the mean level of mother-teacher agreement reported by other investigators based on unselected samples. The limitations of these findings and of earlier reports for assessing a depression leads to distortion influence on mothers' ratings of their children are considered.

0108

Depressive affect in school-aged children of alcoholics.

Rolf, J.E. ; Johnson, J.L.~Israel, E.~Baldwin, J.~Chandra, A. Edinburgh : Churchill Livingstone. British journal of addiction. This publication is not owned by the National Agricultural Library. 1988. (83). p. 841-848. Includes references. (NAL Call No.: DNAL A00024).

This paper presents evidence documenting risks for affective problems and disorders among minor children of alcoholics. Subjects studied were 98 youths from alcoholic-headed and control families participating in a risk for alcoholism research project (Johnson & Rolf, see next paper in this issue). Depressive affect questionnaires were completed by the mothers of the youths as well as the youths themselves. ANOVA's and ANCOVA's (co-varying for age) indicated significant group differences on both maternal and youth ratings with more affective problems shown for the offspring of alcoholics. Outliers with extreme depressive affect scores occurred most frequently for the youths in the high risk for alcoholism group. Findings are discussed with regard to risk group membership, gender, source of information, and the data's implications for further analyses as well as for the design of future studies.

0109

Determinants of complexity in Mexican-American and Anglo-American mothers' conceptions of child development.

CHDEAW. Gutierrez, J. ; Sameroff, A. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 384-394. Includes references. (NAL Call No.: DNAL RJ1.C3).

Complexity of parental reasoning about child development was studied in mothers who varied in ethnic background and biculturalism. Middle-class mothers from Mexican-American and Anglo-American backgrounds were compared on their level of concepts of development on a scale from categorical to perspectivistic reasoning. Categorical mothers interpreted child development as being caused by single constitutional or environmental factors. Perspectivistic mothers interpreted development as the result of the dynamic interplay between constitution and environment over time and accepted that the same developmental outcome could have multiple determinants. In a comparison among moderately acculturated Mexican-Americans, highly acculturated Mexican-Americans, and Anglo Americans, the highly acculturated Mexican-American group scored as more perspectivistic than the other two groups, despite the fact that the Anglo-Americans were the most acculturated. When the 2 Mexican-American groups were subdivided into monocultural (Mexican or American) and bicultural subgroups and compared with the Anglo-American group, the bicultural subgroup of the highly

acculturated Mexican-American mothers was the most perspectivistic. These results suggest a complex picture of diversity in Mexican-American mothers who retain values and beliefs from their own culture, as well as taking on values and beliefs of the American culture. Maternal intelligence and adherence to traditional cultural values were not found to correlate significantly with level of developmental reasoning.

0110

Developing responsible citizensKathryn Cox.

Cox, Kathryn. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual Conference."~ Title on program book: For my community : developing responsible citizens through a new 4-H local government program.~ "414-T9." 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.165).

Abstract: Learning By Doing--that's how young people become self-directing, productive, contributing members of society. But what exactly should they be doing to accomplish the learning of community citizenship knowledge, attitudes, skills, and aspirations? That's the question many volunteers and local leaders ask as they develop programs to prepare today's youth for their roles as tomorrow's adult citizens in communities throughout the nation. At least part of the answer may be found in a new local government education program developed and pilot tested in four Ohio counties in 1987 and 1988. Participants in this seminar will review the new program and receive a copy of the activity guides, which are currently being introduced in Ohio for statewide implementation in 1990.

0111

Developing theories of the mind: children's and adults' concepts of mental activities.

CHDEAW. Fabricius, W.V. ; Schwanenflugel, P.U.~Kyllonen, P.C.~Barclay, C.R.~Denton, S.M. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1278-1290. Includes references. (NAL Call No.: DNAL RJ1.C3).

8-year-olds', 10-year-olds', and adults' concepts of mental activities involved in acts of knowing were examined in an attempt to gain insight into developmental changes in underlying theories of mind. Subjects rated the similarity of how the mind is used in a variety of common activities, each of which primarily involved either memory, comprehension, attention, or inference. Analyses of conceptual structure revealed 2 developmental changes. Between 8 and 10 years of age, children came to see the most important relation among mental activities to be the degree to which they involved memory. Between 10 years of age and adulthood, Comprehension and Attention first

appeared as distinct, coherent concepts. At all ages, Memory and Inference were seen as distinct types of mental activities. These findings suggested that a sophisticated understanding of the representational nature of the mind might not be acquired before the latter part of middle childhood and might be mediated by an understanding of the central role played by memory.

O112

The development and validation of a two-dimensional model of the commitment to career choices process.

Blustein, D.L. ; Ellis, M.V.~Devenis, L.E. Duluth, Minn. : Academic Press. Journal of vocational behavior. Dec 1989. v. 35 (3). p. 342-378. Includes references. (NAL Call No.: DNAL HF5381.A1J68).

Two independent constructs were used in this multi-dimensional study of the commitment to career choices process. They were the a) Vocational Exploration and Commitment dimension which reflects the differences in one's career choice commitment level, and the b) Tendency to Foreclose dimension, which assesses individual differences in how one commits to a career choice.

O113

Development during the transition to adolescence /edited by Megan R. Gunnar, W. Andrew Collins.

; Gunnar, Megan R.~Collins, W. Andrew,; 1944-. Hillsdale, N.J. : L. Erlbaum Associates, 1988. Papers presented at the 21st Minnesota Symposium on Child Psychology, held Oct. 23-25, 1986 at the University of Minnesota, sponsored by the Institute of Child Development of the University of Minnesota. x, 220 p. : ill. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL BF724.D4 1988).

Abstract: This volume, composed of papers presented at the 21st Minnesota Symposium on Child Psychology, addresses the nature and course of changes from childhood to adolescence. Topics include: the role of gonadal hormones, the impact of menarche and social-cognitive development on familial conflict, and the influence on the adolescent of social and historical change. Minnesota Symposia on Child Psychology

O114

Development of a tool to assess suicide risk factors in urban adolescents.

White, G.L. Jr. ; Murdock, R.T.~Richardson, G.E.~Ellis, G.D.~Schmidt, L.J. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 655-666. Includes references. (NAL Call No.: DNAL HQ793.A44).

Dramatic increases in the adolescent suicide rate over the past three decades have underscored the need for risk-assessment tools. The tools that do exist are oriented to older populations and their application to adolescents is questionable. A project was initiated at the University of Utah's Health

Education Department to develop a pilot instrument to examine the differences between adolescents who have attempted suicide and other teenagers. Eighty-two subjects between the ages of 14 and 19 participated in the test of this instrument. Twenty-five subjects were identified by a physician or psychologist as having failed in a sincere suicide attempt within the previous 18 months. Fifty-seven nonsuicide attempters with similar demographic profiles served as a comparison group. An 86-item questionnaire was administered to both groups. Questions were generated from a review of the literature of the past three decades for problems associated with suicide in this population. Questions were sorted into three domains (family environment, social environment, and self-perceptions), with each domain having several subdomains. Statistical analysis revealed significant differences for each of the three domains and on 55 of 86 questions. The results were used to create a streamlined instrument for assessing suicide risk that can be administered in 20 minutes.

O115

The development of intimate relationships in late adolescence.

Paul, E.L. ; White, K.M. San Diego, Calif. : Libra Publishers. Adolescence. Literature review. Summer 1990. v. 25 (98). p. 375-400. Includes references. (NAL Call No.: DNAL HQ793.A44). Adolescence is a time of burgeoning social relationships. Further, adolescents begin to develop the capacity to be intimate. Yet, little attention has been paid to the development of intimacy in adolescence. In this paper, relationship maturity, a developmental conception of intimacy, is presented as a unifying conceptual framework for understanding these intimate involvements as part of a major developmental process. Relevant empirical literature is reviewed. Issues addressed include: specific contexts of intimacy in adolescence, the role of gender in intimacy development, the interplay of identity and intimacy development, and the effects of social issues on this process.

O116

Development of life skills of 4-H club members in Louisiana /by Bruce G. Waguespack.

Waguespack, Bruce G., 1947-. 1988. Thesis (M.S.)--Louisiana State University, Baton Rouge, 1988. Vita.~ "May 1988.". vii, 88 leaves : forms, map ; 29 cm. Bibliography: leaves 70-72. (NAL Call No.: DNAL S533.F66W352). Abstract.~ The purpose of this study was to investigate the development of competency, coping, and contributory life skills as perceived by 4-H club members in Louisiana. Two parishes from each of the nine LCES areas, were randomly selected to participate in the study. Data were collected from junior and senior high school 4-H club members

during the spring of 1988. The 60 item Life Skill Development (LSD) instrument contains three major scales to measure self perceived development of the major 4-H life skill areas (competency, coping, and contributory), and nine sub-scales representing the 4-H program objectives (health, learning, career dev., resource mgt., self-confidence, cooperation, leisure, leadership, and citizenship). The results indicated that 4-H members agreed that, generally, they have acquired the life skills contained in the 4-H objectives. ~ Non-junior leadership club members were more advanced in overall life skill development and competency and coping life development. Female 4-H members were more advanced in development of competency and coping life skills than males. Seniors were more advanced in overall life skill, competency, and contributory life skill development. 4-H members with more years enrolled in 4-H were more advanced in contributory life skill development. 4-H members that indicated more years in the junior leadership program were more advanced in contributory life skill development.

O117

The development of message evaluation skills in young children.

CHDEAW. Beal, C.R. ; Belgrad, S.L. Chicago, Ill. : University of Chicago Press. Child development. June 1990. v. 61 (3). p. 705-712. Includes references. (NAL Call No.: DNAL RJ1.C3).

The goal of this research was to learn if young children overestimate message quality because they evaluate their knowledge or assumptions about the intended meaning of the message, rather than its literal meaning. 2 experiments were conducted with preschoolers (4 years) and kindergartners (5-6 years). Second graders (8 years) also participated in the first experiment. Children evaluated the communicative quality of informative, ambiguous, and ineffective picture messages in a simple communication game. In the first experiment, children knew the intended referent when they evaluated the message. The results showed that younger children overestimated the informativeness of the ambiguous and ineffective messages, while older children evaluated message quality accurately, even though they knew the intended meaning. In the second experiment, younger children detected more of the message ambiguities when they did not know the target referent than when they were informed of the intended interpretation. The results suggest that young children overestimate message quality because they evaluate their interpretation of the message rather than its literal meaning.

O118

The development of perspective taking: understanding differences in information and weighting.

CHDEAW. Dixon, J.A. ; Moore, C.F. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v.

61 (5). p. 1502-1513. Includes references. (NAL Call No.: DNAL RJ1.C3). 2 separate aspects of perspective taking are that judgments attributed to another should depend on the information available to the other (Information effect) and on how the other's use of information differs from one's own (Weighting effect). These 2 aspects of perspective taking were studied in a moral judgment task with preschoolers, and second and fifth graders. Subjects were read a series of stories about a little boy transgressing and asked to make judgments from both their own perspective and that of a mother character in the stories. The mother story character had either the same information as the subject or only partial information. Valence of intention and consequence and the amount of mother's knowledge varied factorially. Subjects were clustered using scores derived from the judgments. 3 clusters were found that showed different levels of perspective-taking ability. There was a developmental progression in the 3 levels of perspective taking. Subjects in the Harshness cluster attributed harsher judgments to the mother perspective. Subjects in the Weighting cluster weighted information differently depending on the perspective from which they judged. Subjects in the Information-and-Weighting cluster weighted information differently depending on perspective, and also considered the amount of information available to the mother character in attributing judgments. The findings are compared to current theory on the development of perspective taking. Future research and theory need to consider the influence of both information and weighting differences on performance in perspective-taking tasks.

O119

Development or restoration of trust in interpersonal relationships during adolescence and beyond.

Mitchell, C.E. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 847-854. Includes references. (NAL Call No.: DNAL HQ793.A44).

Individuals low in interpersonal trust have been found to be less confident, less popular with others, and more lonely--all indicators of a need for attitudinal and behavioral change. A student who has reached a point of sufficient discomfort to seek therapeutic assistance can be aided in increasing trust in others through specific tasks cooperatively established by the counselor or other helping professional.

O120

Developmental changes in children's awareness of strategies for coping with uncontrollable stress.

CHDEAW. Altshuler, J.F. ; Ruble, D.N. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1337-1349. Includes

references. (NAL Call No.: DNAL RJ1.C3). Children at 3 age levels (5-6 1/2, 7 1/2-9, and 10-12 years) were interviewed to determine their spontaneous suggestions of coping strategies designed to manage frustration caused by waiting for a desired object (positive valence) and fear caused by waiting for an unpleasant event (negative valence) in uncontrollable situations. Subjects' responses were grouped into categories based on coping techniques discussed in the adult coping literature on a continuum from approach to avoidance techniques. The avoidance tactics, the main focus of interest, were further divided into 4 distinct forms. In contrast to investigations of children's coping in more controllable situations, approach strategies were very infrequently mentioned. An age increase was found in the proportion of cognitive distraction strategies suggested, but behavioral distraction strategies were most frequently suggested by children at all age levels and did not differ significantly across age. The developmental differences were particularly evident for the negative valence scenarios and, within the negative valence scenarios, for the story likely to be the most stressful to young children--getting a shot. The results are discussed in terms of possible reasons for age differences in cognitive but not behavioral distraction and their implications for children's ability to cope with uncontrollable stress.

O121

Differentiation of adolescent activity participation.

JGPYAI. Rekers, G.A. ; Sanders, J.A.~Strauss, C.C.~Rasbury, W.C.~Morey, S.M. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Sept 1989. v. 150 (3). p. 323-335. Includes references. (NAL Call No.: DNAL BF713.J68).

A sample of 133 junior and senior high school students ranging in age from 11 to 18 were surveyed to the presence or lack of study sex typing for activities in which adolescents participate. Activities in which showed a significant presence or lack of a sex difference are listed. Activities are also grouped and analyzed by five factors: feminine activity, masculine activity, fantasy play, mental activity, and passive sitting.

O122

Divorce, remarriage, and adolescent substance use: a prospective longitudinal study.

JMFAA6. Needle, R.H. ; Su, S.S.~Doherty, W.J. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Feb 1990. v. 52 (1). p. 157-159. Includes references. (NAL Call No.: DNAL HQ1.J86).

This longitudinal study examined substance use in a sample of adolescents from three groups; those experiencing parental divorce during childhood, those experiencing parental divorce during

their adolescent years, and those from continuously married families. The adolescence divorce group was found to have greater overall drug involvement than the other two groups. Regression analyses, controlling for family environment, peer influences, and personal adjustment factors at Time 1, indicated that (a) divorce had negative effects on boys but not on girls; and (b) custodial parents' remarriage led to increased substance use among girls and decreased reports of substance use consequences among boys.

O123

Domestic violence and sexual abuse of children: a review of research in the eighties.

JMFAA6. Gelles, R.J. ; Conte, J.R. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Literature review. Nov 1990. v. 52 (4). p. 1045-1058. Includes references. (NAL Call No.: DNAL HQ1.J86).

This article reviews research on family violence and sexual abuse of children in the 1980s. The first section focuses on research on changing rates of family violence, the intergenerational transmission of violence, the effects of violence on children and women, and assessments of the effectiveness of intervention strategies. The second section reviews the issue of the sexual abuse of children and examines the issues of defining sexual abuse, its prevalence, research on sexual offenders and risk factors, the impact of sexual abuse, and studies of the effectiveness of prevention efforts.

O124

Dreams & realities a handbook for guiding teens on life decisions / developed by Gene Rohrbeck, Brenda Seevers .

Rohrbeck, Gene. ; Seevers, Brenda. Laramie, Wyo. : 4-H Youth Programs, Cooperative Extension Service, University of Wyoming, 1988 . 1 v. (various pagings) : ill. ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.R52).

Abstract: Information gathered in 1984 from Extension Program Reviews and state statistics regarding the needs and concerns of Wyoming teenagers pointed to some alarming trends. These included difficulties in communication of teens with teens, parents and teachers. High rates of drug and alcohol abuse, teen pregnancy and teen suicide also suggest difficulties with self-esteem and personal relationships. This loose-leaf notebook contains over ninety individual outlines, activities, and handouts for conducting workshops involving teenagers in simulated experiences to build self-esteem, communication, and relationship skills. Fifty of the handouts/transparencies are camera-ready. The notebook will only be provided to paid volunteer staff members following participation in training workshops. If you purchase copies for use in your state, we hope you will

follow a similar procedure.

O125

Drug prevention in junior high: a multi-site longitudinal test.

SCIEA. Ellickson, P.L. ; Bell, R.M. Washington, D.C. : American Association for the Advancement of Science. Science. Mar 16, 1990. v. 247. p. 1299-1305. Includes references. (NAL Call No.: DNAL 470 SCI2).

Results from a longitudinal experiment to curb drug use during junior high indicate that education programs based on a social-influence model can prevent or reduce young adolescents' use of cigarettes and marijuana. This multi-site experiment involved the entire seventh-grade cohort of 30 junior high schools drawn from eight urban, suburban, and rural communities in California and Oregon. Implemented between 1984 and 1986, the curriculum's impact was assessed at 3-, 12-, and 15-month follow-ups. The program, which had positive results for both low- and high-risk students, was equally successful in schools with high and low minority enrollment. However, the program did not help previously confirmed smokers and its effects on adolescent drinking were shortlived.

O126

Drugs, delinquency and "nerds": are loners deviant?

Tolone, W.L. ; Tieman, C.R. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (2). p. 153-162. Includes references. (NAL Call No.: DNAL HV5808.J68).

Many studies have focused on the influence of peers on delinquency and drug use. But what about adolescents who are not part of the peer culture--the loners, or nerds? This study focuses on drug use, delinquency and lifestyle correlates of LONERS and SOCIALS. Data for a nine-year period (1976 through 1984) from the Monitoring the Future data set of high school seniors across the United States are analyzed. The lack of peer influence on the LONERS seems to contribute to less delinquency and drug use and more conventional lifestyle activities than is found among SOCIALS.

O127

The dynamics of relationships a prevention program for pre-teens and young people : teacher's manual /created and developed by Patricia Kramer and Linda Frazer.

Kramer, Patricia. ; Frazer, Linda. Kensington, Md. : Equal Partners, 1988. c1985. "Teacher's manual"--Cover. 154 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.K762 1988).

Abstract: This is the teacher's manual for a preventative program designed to help teens deal with issues of adolescence and their approaching adulthood. The objectives of the program are to help teens develop a positive self-image, communication skills, coping skills, realistic expectations, and solid relationships. A lesson plan is

provided for each of the three units, which are self-esteem, communication, and anger/conflict. Within the units subject discussed include family issues, such as divorce and remarriage; dishonesty; prejudice; depression and suicide; health and grooming; goal setting; listening; and criticism.

O128

The dynamics of relationships a prevention program for preteens and young people /created and developed by Patricia Kramer and Linda Frazer.

Kramer, Patricia. ; Frazer, Linda. Kensington, Md. : Equal Partners, 1988. c1985. "Revised 7/88.". 125 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.K76 1988).

This book is the student manual for The Dynamics of Relationships, a preventative program designed to teach teens skills for dealing with adolescence and their approaching adulthood. The topics are grouped into three units, which are self-esteem, communication, and anger/conflict. Topics discussed include separation and divorce, emotions, stress, prejudice, depression, suicide, health, goal setting, criticism, and listening. Activities for the teen to complete are interspersed between the text.

O129

The dynamics of relationships a prevention program for teens and young adults /created and developed by Patricia Kramer.

Kramer, Patricia. ; Frazer, Linda. Kensington, Md. : Equal Partners, 1988. c1985. Book 2 is 3rd ed. created by Patricia Kramer and Linda Frazer. 2 v. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.K742 1988).

Abstract: This school program is designed to help youth at risk cope with adolescence and prepare for adulthood. The two main purposes of the program are to 1) facilitate student discussion of issues facing adolescents and 2) teach adolescents coping skills and available options to use in various situations. The objectives of the course focus on the following areas: self-image, communication skills, coping skills, realistic expectations, and successful relationships. Chapter topics include conflict, sex and gender roles, friendship, affection and touching, love, jealousy, dating, single life, marriage, parenting, sexuality, alternative sexual lifestyles, and alternative life styles. Within the chapters the following areas are addressed: birth control, sexually transmitted diseases, pregnancy, homosexuality, open marriage, communes, cults and commuter marriages. Each chapter includes learning activities to help the adolescent explore his individual feelings.

0130

The dynamics of relationships a prevention program for teens and young adults : teachers's manual /created and developed by Patricia Kramer.

Kramer, Patricia. Kensington, Md. : Equal Partners, 1988, c1985. "Teacher's manual"--Cover. 331, 49, 63 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.K74 1988).

Abstract: This school program is designed to help youth at risk cope with adolescence and prepare for adulthood. The two main purposes of the program are to 1) facilitate student discussion of issues facing adolescents and 2) teach adolescents coping skills and available options to use in various situations. The objectives of the course focus on the following areas: self-image, communication skills, coping skills, realistic expectations, and successful relationships. Chapter topics include conflict, sex and gender roles, friendship, affection and touching, love, jealousy, dating, single life, marriage, and parenting. The teacher is given guidelines for conducting the course in the introduction. Most of the book is the text of student books one and two. There are teacher activities and exercises for each chapter in the final section of the manual.

0131

The dynamics of work student supplement /Willard R. Daggett, James E. Miles.

Daggett, Willard R. ; Miles, James E. Cincinnati, OH : South-Western Pub. Co., c1991. Spine title: Student supplement, the dynamics of work. vii, 216 p. : ill. ; 28 cm. (NAL Call No.: DNAL HF5415.4.D332 1991).

Abstract: This student supplement is an applications workbook that supplements and complements the Dynamics of work textbook. The workbook includes vocabulary practice, short answer questions, sentence completion, cases, and "put yourself in the picture"--relating personal life situations to textbook materials.

0132

Early adolescents' perceived interpersonal risks and benefits: relations to social support and psychological functioning.

East, P.L. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1989. v. 9 (4). p. 374-395. Includes references. (NAL Call No.: DNAL HQ796.J62).

The present study examined how early adolescents' network orientation, or their perceptions of the risks and benefits involved in interpersonal relationships, impinge on their social support and their psychological adjustment. Four hundred fifty 6th graders completed extensive questionnaires about their network orientation, social support, and psychological functioning. Subjects' parents and teachers also rated the support they provide to the adolescent. Results indicated that adolescents'

perceived social benefits were predictive of both perceived familial and perceived nonfamilial support. Subjects' perceived social risks and benefits were associated with father-rated support, but not with mother- or teacher-rated support. In addition, adolescents who were lonely or who had low self-worth perceived more social risks, and depressed subjects perceived fewer social benefits, than individuals not exhibiting these psychological difficulties. These results suggest that early adolescents' evaluations of interpersonal risks and benefits are consequential for their social support and their psychological health.

0133

Early school dropout: configurations and determinants.

CHDEAW. Cairns, R.B. ; Cairns, B.D.-Neckerman, H.J. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1437-1452. Includes references. (NAL Call No.: DNAL RJ1.C3).

This longitudinal study examined behavioral, cognitive, and demographic factors associated with early school dropout. Follow-up assessments were completed on a sample of girls (n = 248) and boys (n = 227) who had first been seen when they were in the seventh grade. School status was determined for all living subjects; 99% of them were interviewed individually in the fifth annual test wave. Overall, 14% of the group had dropped out of school prior to completing grade 11. The clusters of males and females most vulnerable to early school dropout were characterized in grade 7 by high levels of aggressiveness and low levels of academic performance (82% early dropout in males; 47% early dropout in females). In seventh grade, subjects who subsequently dropped out tended to affiliate with persons who were also at risk for dropout. Socioeconomic status, race, and early parenthood were also associated with school dropout. The primary outcomes were supported by convergent variable-oriented and person-oriented analyses. Some developmental dynamics of the phenomena are discussed.

0134

Educating youth about AIDS: a model program.

Amer-Hirsch, W. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Sept/Oct 1989. v. 18 (5). p. 16-19. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

These creative approaches to AIDS education, developed by the Girls Club of New York, can readily be adapted for use by other youth agencies across the country. The goals of the AIDS Awareness Workshops are to provide accurate information about AIDS that will enable young people to protect themselves against the disease; to reduce the panic by exploring myths and attitudes about

AIDS; and to encourage participants to adopt safer behaviors, thus reducing their risk of exposure to HIV. In the workshops youngsters write compositions, play word games, design posters and participate in role playing exercises. Pre and post testing showed that 96 percent of the participants improved their understanding of the subject matter relative to causes, effects and prevention of AIDS.

O135

The effect of environmental education on 4-H and Girl Scout participants /by Nancy K. Franz.

Franz, Nancy K. 1985. "Spring, 1985.". 54 leaves ; 28 cm. Includes bibliographical references (leaves 45 -50). (NAL Call No.: DNAL S533.F66F75).

Abstract: With the environmental crisis of the 70's many youth organizations took on the task of providing environmental education programs. Fifteen years later little research has been done to determine whether or not these programs have affected their participants and whether these programs are reaching their environmental education goals. This study attempts to take a close look at the environmental education programs carried out by 4-H and girl Scouts of the U.S.A. Members of both organizations were surveyed on environmental education beliefs and behaviors according to their experiences in the organization. After processing the data from this survey the author concludes that both organizations are carrying out environmental education but only to a certain degree and affecting participants to a certain value level. She goes on to suggest that Scouting should use its environmental education program strengths to overcome its weaknesses and that 4-H take a total look at its delivery system to improve its environmental education program.

O136

The effect of social support on adolescent mothers' styles of parent-child interaction as measured on three separate occasions.

Cooper, C.S. ; Dunst, C.J.-Vance, S.D. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1990. v. 25 (97). p. 49-57. Includes references. (NAL Call No.: DNAL HQ793.A44).

The purpose of this study was to determine the effect of social support on parent-child interaction in a group of 19 adolescent mothers. The subjects participated in a 20-week model demonstration program in which they worked in a preschool classroom with skilled caregivers who modeled facilitative styles of interacting with young children. Each subject was videotaped while interacting with a 1- to 2-year-old child upon entering the program, midway through the program, and at the end. Results showed that girls who were 16 years or older significantly increased their frequency of using responsive, engaging, and elaborative styles of behavior. Those under age 16

did not show significant changes in these three behaviors. Overall, subjects significantly increased the duration of time they spent observing the child's play behavior.

O137

The effects of academic achievement and socio-economic status upon the self-concept in the middle years of school: a case study.

EDURAE. Atherley, C.A. Windsor, Eng. : NFER-Nelson Publishing Company. Educational research. Winter 1990. v. 32 (3). p. 224-229. Includes references. (NAL Call No.: DNAL LB2326.3.E3).

In a study of three schools significant differences were found between the children of low academic ability and low socio-economic status in School C and the children of higher ability/higher socio-economic status in Schools A and B on the factors 'Happiness and satisfaction' and 'Behaviour' of the Piers-Harris Self-concept Scale. No support was found for the existence of a positive relationship between academic ability alone and self-esteem between schools, but strong support was given to the hypothesis which suggested that within schools children of higher ability would have a higher level of self-esteem. The implications of the research for teachers are discussed at a practical level.

O138

Effects of cooperative, competitive, and individualistic learning experiences on social development.

Johnson, R.T. ; Johnson, D.W. Herndon, Va. : The Council for Exceptional Children. Exceptional children. This publication is not owned by the National Agricultural Library. Jan 1983. v. 49. p. 323-329. Includes references. (NAL Call No.: DNAL A00028).

As the concept of mainstreaming handicapped students into classes of non-handicapped students grew, concerns about interactions between the students themselves and between student and teacher, lowered self-esteem, and benefits of mainstreaming surfaced. This study examines the effects of mainstreaming in two fourth grade classes. The 59 students including 12 handicapped students are divided into groups of cooperative learning, competitive learning, and individualistic learning. Results show that the cooperative learning group created the most interaction between handicapped and improved the self-esteem of both groups. This study helps to reduce the concerns about mainstreaming.

O139

Effects of early alcohol use on adolescents' relations with peers and self-esteem: patterns over time.

Thompson, K.M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 837-849. Includes references. (NAL Call No.: DNAL HQ793.A44).

Strain or problem-solving models posit that deviance persists because it

enhances youths' psychosocial properties and is therefore functional for adolescents. However, empirical tests of this assumption have been limited to determining whether a moderately social activity like delinquency produces time-ordered changes in self-esteem. This research examines whether a highly social activity like alcohol use improves adolescents's relations with peers and self-esteem over time. The results of a four-year panel study show that the effects of early alcohol use are limited to enhancing peer relations only among adolescents who use alcohol in order to be part of the group. Early alcohol consumption also has a delayed effect on boosting self-esteem, but this effect is restricted to youths who equate drinking with sophistication. The lack of generality of these findings and how the psychological functions of drinking might cancel these effects are discussed.

O140

Effects of marital conflict and family structure on the self-concepts to pre- and early adolescents.

JYADA6. Bishop, S.M. ; Ingersoll, G.M. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Feb 1989. v. 18 (1). p. 25-38. Includes references. (NAL Call No.: DNAL HQ796.J69).

This study explored the effects of marital conflict and family structure on the self-concepts of youth aged 8-12. Subjects were 16 mother-youth pairs from intact parent families (IP) and 17 mother-youth pairs from separated parent families (SP). Results revealed youth in families with low marital hostility and high marital affection had significantly more positive self-concepts. Analyses suggested differences between IP and SP groups may best be explained by differences in marital hostility. The authors discuss the effects of marital discord on parenting within an ecosystems perspective.

O141

Effects of rational emotive education on the rationality, neuroticism and defense mechanisms of adolescents.

Kachman, D.J. ; Mazer, G.E. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1990. v. 25 (97). p. 131-144. Includes references. (NAL Call No.: DNAL HQ793.A44).

The purpose of this study was to assess the efficacy of rational emotive education (REE) as a mental health prevention program for adolescents. The subjects included 109 eleventh- and twelfth-grade students enrolled in four introductory psychology courses, and who were divided into experimental and control classes. Experimental subjects received 12 biweekly sessions of REE. Subjects were pre- and posttested on three measures of psychosocial adaptation: the Rational Behavior Inventory (RBI), the Defense Mechanism Inventory (DMI), and the Eysenck Personality Inventory (EPI). The effects of REE upon behavior were also examined

by comparing academic effort grades, number of detentions, and grade point averages. Overall results showed significant positive changes in use of more adaptive defense mechanisms and in academic effort grades in the predicted direction. No significant changes occurred on the other measures. However, as a distinctive group, 17-year-olds demonstrated a significant reduction in neuroticism scores and a significant increase in academic effort grades.

O142

The effects of school, family, self-concept, and deviant behaviour on adolescent suicide ideation.

Dukes, R.L. ; Lorch, B. London : Academic Press. Journal of adolescence. Sept 1989. v. 12 (3). p. 239-251. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

In this study of a population of junior and senior high school students in a mid-sized, Western city, adolescent emotional and ideological disparity with parents and disparity between the importance the adolescent placed on academic achievement and satisfaction with academic achievement were linked to suicide ideation through the intervening variables of self-esteem, purpose in life, and two forms of deviant behaviour-alcohol use and eating disorder. Self-confidence and the deviant behaviours of delinquency and drug use did not prove to be meaningful intervening variables.

O143

Effects on students of teacher training in use of a drug education curriculum.

Allison, K.R. ; Silverman, G.-Dignam, C. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (1). p. 31-46. Includes references. (NAL Call No.: DNAL HV5808.J68).

The study reported here examines the effects of differential teacher training in use of a drug education curriculum on students' knowledge levels, problem-solving and coping skills, attitudes towards planned decision making, behavioral intentions and tobacco and alcohol use. An experimental design was used to compare the effects of exposure to teachers who had either intensive staff development, in-service training or no training. The findings indicate a statistically significant difference between groups of students on the intention to drink alcohol. Students whose teachers had intensive staff development were less likely to intend to take a drink if offered than students whose teachers had in-service or no training. Possible reasons for a lack of significant results on other variables are the confounding influences of school, classroom and teacher effects.

O144

Ego structuralization in late adolescence as seen through early memories and ego identity status.

Kroger, J. London : Academic Press. Journal of adolescence. Mar 1990. v. 13

(1). p. 65-77. Includes references. (NAL Call No.: DNAL RJ499.A1J57). This study was undertaken to examine the relationship between ego identity status and early memory themes in an effort to detect possible phases in the process of ego structuralization during late adolescence. Subjects were 73 late adolescents (39 women and 34 men) who had been first year university students two years previously. Each subject was given Marcia's (1966) Identity Status Interview and an Early Memories Interview designed to elicit world view orientation (Gushurst, 1971). Identity achievements most frequently expressed themes of moving contentedly alone or alongside significant others, while themes of moving away from the familiar were most common among moratoriums. Seeking security and support from significant others or familiar settings were most prevalent themes for foreclosures, while desire for relatedness was the most frequently occurring theme for diffusions. Statuses did not differ in frequency of themes expressing conflict. Consistent with observations of Mahler et al., (1975) on subphases of infant differentiation, results of this study point to similar processes as adolescents relinquish, rather than incorporate, parental introjects.

0145

Emergency medical treatment children : a handbook of what to do in an emergency to keep a child alive until help arrives /by Stephen N. Vogel and David H. Manhoff.

Vogel, Stephen N. ; Manhoff, David H. Wilmette, IL : EMT, Inc. ; Oshkosh, WI : RPM, Inc., c1984. "Recreational Products Marketing International, Inc."--p. 26. 26 p. : ill. ; 28 cm. (NAL Call No.: DNAL RC86.8.V6).

Abstract: Produced in cooperation with the National Safety Council, this book outlines 15 common and fatal situations prone to children and describes in detail how to keep the child alive until the ambulance arrives. The book is used in conjunction with latchkey and self-care classes for youth who are home alone. The thick, glossy pages, complete with thumb tabs, enlarged print, detailed pictures and special warnings highlighted in red ink, are designed especially for quick and easy reference in a crisis situation. The spiraled backing allows the book to lie flat so that a helper can read the book and use both hands to aid the stricken victim.

0146

Emotional disturbance in adopted adolescents origins and development /Ruth G. McRoy, Harold D. Grotevant, Louis A. Zurcher, Jr.

McRoy, Ruth G. ; Grotevant, Harold D.-Zurcher, Louis A. New York : Praeger, 1988. Includes indexes. xiv, 212 p. ; 25 cm. Bibliography: p. 193-205. (NAL Call No.: DNAL RJ507.A36M37).

Abstract: This study was designed to identify familial and other contextual factors associated with the placement of

adopted children in residential treatment for emotional disorders during the adolescent years. Questions of particular interest include the following: What are the specific factors or clusters of factors that appear to be related to the adolescents' emotional disturbance? Once these general areas have been identified, what are the specific family processes and dynamics that initiate and maintain the problem? Adopted and non-adopted adolescents in treatment are compared in order to separate relational issues specific to adoptive families from relational issues that may lead to emotional disturbance in all types of families. Adopted adolescents in treatment are also compared with a non-clinical sample of adopted adolescents in order to explore whether adoption issues have been dealt with differently in the two groups.

0147

"Enabling" undermines responsibility in students.

Landfried, S.E. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational Leadership. Nov 1989. v. 47 (3). p. 79-83. ill. Includes references. (NAL Call No.: DNAL L11.E38).

The author defines enabling as allowing youth "to be lazy or irresponsible without feeling appropriate consequences for their behavior." Youth will not be able to avoid both academic and social responsibilities if educators, and other authority figures do not enable them to do so. The author explains how and why "enabling" occurs, how it affects students, and how enabling behaviors can be minimized. Specific examples of enabling behaviors are given with emphasis on the school setting.

0148

Entering adulthood connecting health, communication, and self-esteem : a curriculum for grades 9-12 /Susan J. Laing, Clint E. Bruess.

Laing, Susan J. ; Bruess, Clint E. Santa Cruz, CA : Network Publications, 1989. viii, 91 p. : ill. ; 28 cm. (NAL Call No.: DNAL RA790.8.L3).

Abstract: This curriculum guide provides teaching materials on the connection between health behavior and self esteem for 9th-12th grade. The curriculum is intended to assist the students in obtaining knowledge, developing attitudes, and practicing skills that promote positive health behavior and enhance self-esteem. Topics include: health behavior, mental health, self-actualization, problem solving, decision making, communication and communication skills.

0149

Entering adulthood connecting health, communication, and self-esteem : student workbook /Susan J. Laing and Clint E. Bruess.

Laing, Susan J. ; Bruess, Clint E. Santa Cruz, CA : Network Publications, 1989. "Title no. 527"---T.p. verso. iv, 33 p. : ill. ; 28 cm. (NAL Call No.: DNAL

BF724.3.S36L32).

Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) "Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O150

Entering adulthood coping with sexual pressures : student workbook /Nancy Abbey and Elizabeth Raptis Picco.
Abbey, Nancy, 1933-. ; Picco, Elizabeth Raptis. Santa Cruz, CA : Network Publications, 1989. "Title no. 529"--T.p. verso. iv, 29 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ35.A42).
Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) "Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O151

Entering adulthood examining drugs and risks : a curriculum for grades 9-12 /Susan Giarratano, Dale Evans.
Giarratano, Susan. ; Evans, Dale. Santa Cruz, CA : Network Publications, 1990. "Title no. 390"--T.p. verso. viii, 242 p. : ill. ; 28 cm. Includes bibliographical references (p. 239-242). (NAL Call No.: DNAL HV5824.Y68G5).
Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and

reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) "Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O152

Entering adulthood examining drugs and risks : student workbook /Susan Giarratano and Dale Evans.
Giarratano, Susan. ; Evans, Dale. Santa Cruz, CA : Network Publications, 1990. "Title no. 530"--T.p. verso. iv, 59 p. : ill. ; 28 cm. (NAL Call No.: DNAL HV5824.Y68G52).
Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) "Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O153

Entering adulthood living in relationships : student workbook /Betty M. Hubbard.
Hubbard, Betty M. Santa Cruz, CA : Network Publications, 1989. "Title no. 525"--T.p. verso. iv, 28 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ35.H86).
Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) "Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with

Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O154

Entering adulthood preventing sexually related disease : student workbook / Betty M. Hubbard.

Hubbard, Betty M. Santa Cruz, CA : Network Publications, 1989. "Title no. 528"--T.p. verso. iv, 30 cm. : ill. ; 28 cm. (NAL Call No.: DNAL HQ35.H8). Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O155

Entering adulthood understanding depression and suicide : a curriculum for grades 9-12 / Nanette Burton.

Burton, Nanette. Santa Cruz, CA : Network Publications, 1990. "Title no. 391"--T.p. verso. x, 110 p. : ill. ; 28 cm. Includes bibliographical references (p. 109). (NAL Call No.: DNAL RJ506.D488).

Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals

include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O156

Entering adulthood understanding reproduction, birth and contraception : student workbook / Clint E. Bruess and Susan J. Laing.

Bruess, Clint E. ; Laing, Susan J. Santa Cruz, CA : Network Publications, 1989. "Title no. 526"--T.p. verso. iv, 49 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ35.B72).

Abstract: The "Entering adulthood" series provides teachers and health educators of high school students with curriculum on family life and reproductive health topics. There are eight student workbooks and teacher manuals included in this series. The topics covered include: 1) Connecting Health, Communication, and Self-Esteem"; 2) "Understanding Reproduction, Birth, and Contraception"; 3) "Coping with Sexual Pressures"; 4) "Living in Relationships"; 5) "Preventing Sexually Related Disease"; 6) "Understanding Depression and Suicide"; 7) "Examining Drugs and Risks"; and 8) "Balancing Stress for Success." Teacher manuals include objectives, a brief overview of the topic, a list of materials needed to teach the lesson, key points to be covered, instructional strategies, evaluation procedures, and extension ideas. Student workbooks include activities, worksheets, checklists, glossaries, references, and evaluation sheets.

O157

An "epidemic" of adolescent pregnancy? some historical and policy considerations / Maris A. Vinovskis.

Vinovskis, Maris. New York : Oxford University Press, 1988. Includes index. xix, 284 p. : ill. ; 22 cm. Bibliography: p. 254-273. (NAL Call No.: DNAL HQ759.4.V5).

Abstract: This book traces adolescent pregnancy from colonial times to the present and offers an insider's account of recent government policy. Beginning with an examination of adolescent sexuality and childbearing in early America, the author questions whether there has in fact been an "epidemic" of teenage pregnancy. Bringing to the study both a historian's objectivity and a policymaker's experience, the author offers unique commentary on recent policies. The study concludes with a series of recommendations for policies on teenage sexuality, pregnancy, and childbearing.

0158

Establishing structure for troubled youth.

Feeney, P. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Summer 1989. v. 12 (2). p. 41-45. (NAL Call No.: DNAL L11.J68).

This article gives guidelines on creating a climate which encourages student interest in educational courses from the very beginning. Critical issues facing students include not trusting their instructors, not seeing a purpose for participating, and not having any sense of purpose or choice of being there. The three steps involved in creating this climate is 1) establishing their purpose for taking the course, 2) establishing trust in the instructors, and 3) acknowledging that the student has made some level of choice to take the course.

0159

Ethnic differences in adolescents' identity status and associated behavior problems.

Rotheram-Borus, M.J. London : Academic Press. Journal of adolescence. In series analytic: Adolescent identity: an appraisal of health and intervention / edited by Sally L. Archer. Dec 1989. v. 12 (4). p. 361-374. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

The relationships between ethnicity and identity status and between identity status and behavior problems, social competence, and self-esteem were examined among 330 White, Black, Puerto Rican and Filipino students in an integrated high school. Identity status (i.e., achieved, moratorium, foreclosed, or diffuse) was defined on the basis of a 24-item self-report inventory on which students rated their explorations of options and/or commitments to choices in their occupational, political, and religious domains. Ethnic status was also assessed in an 8-item questionnaire which assessed exploration and commitment to one's ethnic role. White students in the upper grades reported significantly higher moratorium scale scores and perceived themselves as more likely to have explored and be committed to their ethnic role than minority youth. There were no significant ethnic differences in the relationships of identity status to behavior problems, social competence or self-esteem. Adolescent boys were significantly more likely to be in moratorium regarding their ethnic role than girls. Grade and sex differences in identity status were consistent with those predicted by developmental researchers. Across all ethnic groups, ratings of moratorium status were associated with significantly more behavior problems, less social competence, and lower self-esteem.

0160

Ethnicity and psychosocial factors in alcohol and tobacco use in adolescence.

CHDEAW. Bettes, B.A. ; Dusenbury, L.; Kerner, J.; James-Ortiz, S.; Botvin, G.J. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 557-565. Includes references. (NAL Call No.: DNAL RJ1.C3).

Research on ethnic differences has suggested that (a) adolescents from various groups differ on a number of dimensions that have been related to risk for substance use initiation, and (b) adolescents of different groups choose different substances. However, there is little consensus regarding the reasons for such differences. There is an especially high rate of alcohol use among Hispanic adolescents, and Hispanics are at high risk for alcohol abuse. In light of ethnic group differences in both substance use and the precursors of substance use in adolescence, this study examined differences among black, Anglo, Puerto Rican, and Dominican adolescents in the relation between cigarette and alcohol use and psychosocial functioning. Comparisons between the Puerto Rican and Dominican subjects were of special interest due to preexisting differences between these groups that may be attributed to acculturation. Results provided evidence of the importance of acculturation in modifying psychosocial vulnerability, especially for alcohol use, with the Dominican group at highest risk.

0161

Evaluations of family by youth: do they vary as a function of family structure, gender, and birth order?.

Parish, T.S. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1990. v. 25 (98). p. 353-356. Includes references. (NAL Call No.: DNAL HQ793.A44).

In the present study, 334 youths evaluated their families by responding to the Personal Attribute Inventory for Children. An analysis of variance revealed no significant main effects due to respondents' birth order or gender, but did find a significant main effect due to family structure and a significant two-way interaction effect between respondents' family structure and gender. Specifically, males from divorced remarried families and females from divorced nonremarried families were found to evaluate their respective families significantly more negatively than did their counterparts from other familial configurations. Implications of these findings are discussed.

0162

An extension of the findings of Moore, Peterson, and Furstenberg (1986) regarding family sexual communication and adolescent sexual behavior.

JMFAA6. Fisher, T.D. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Aug 1989. v. 51 (3). p. 637-639. Includes references. (NAL Call No.: DNAL

HQ1.J86).

On the basis of findings by Moore, Peterson, and Furstenberg (1981), the variables of gender and parental sexual attitudes (liberal or conservative) were used to categorize 349 college students and their parents into four groups. The relationship between family communication about sexuality and adolescent sexual behavior, attitudes, knowledge, and contraceptive use was examined. In the analysis of data from the students' reports, only the sexual behavior of females with liberal parents was correlated with parent-child communication about sex, but the sexual knowledge and contraceptive use of males with liberal parents was positively related to sexual communication with parents. Data from the parents' reports indicated that greater sexual communication was related to a higher likelihood that females with both liberal and conservative parents had engaged in sexual intercourse. It was determined that the relationship between the variables under study differs as a function of gender and parental sexual attitudes as well as the source of the information.

O163

Extension's youth at risk agenda.

Calvert, P. ; Irby, J. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 4-6. (NAL Call No.: DNAL 1 EX892EX).

An update of the Youth at Risk (YAR) Initiative is provided. The focus of Extension's YAR programming is on prevention and intervention programs rather than treatment. A strategy for growth and future directions is discussed.

O164

Extreme dieting behaviors in early adolescence.

Stein, D.M. ; Reichert, P. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. May 1990. v. 10 (2). p. 108-121. Includes references. (NAL Call No.: DNAL HQ796.J62).

A slide show with audiotaped narration of two case stories involving eating disorders was presented to 4th-, 5th- and 6th-grade school children. Students completed a series of questions about their eating behaviors and compared their eating to that of the case subjects, who served as frames of reference for such constructs as 'binging.' Between 3% and 4% of girls reported self-induced vomiting and/or secretly throwing away food to avoid gaining weight. The case story method seems to provide a means for students to qualitatively assess their eating behavior relative to an external frame of reference. Teachers and other professionals working with early adolescents should be aware that dieting behaviors are clearly emerging in elementary school. The methodology used in the present study has utility not only for screening persons who may be at risk for eating disorders, but also for

psychoeducational programs in health and nutrition.

O165

Factors associated with adolescent saving and spending patterns.

Pritchard, M.E. ; Myers, B.K.-Cassidy, D.J. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1989. v. 24 (95). p. 711-723. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study examined the saving and spending behaviors of 1,619 employed high school seniors from over 1,000 private and public schools across the United States. Students were categorized as savers, necessity spenders, and discretionary spenders based on their responses to the question, "How do you spend the money that you earn?" Associations of student spending and saving patterns with individual and family factors were analyzed. Student savers were from families who saved and planned money use. Students who spent more for necessities were from families with fewer resources and greater financial difficulties. Discretionary spenders felt that money was important and were from families with higher income and socioeconomic status. Findings are discussed in light of the importance of families as socializing agents of their children.

O166

Factors associated with adult 4-H volunteers' evaluation of life skills development among participants in the Kentucky 4-H program /by David Carroll Jeffiers.

Jeffiers, David Carroll. 1989. Thesis (Ph. D.)--North Carolina State University, 1989. Typescript (photocopy).~ Includes vita. xi, 154 leaves : ill., map ; 28 cm. Includes bibliographical references (leaves 121-128). (NAL Call No.: DNAL S533.F66J45).

Abstract: Through a mail questionnaire 394 4-H volunteers evaluated the level of influence 4-H participation had on each of 45 life skills and rated the life skills for the value each had for achieving success in life. Results were computed using the t-test to determine differences in mean evaluation scores by a number of personal, situational, and social/psychological factors. Pearsons's Product-Moment coefficient of correlation and partial correlation coefficients were also used to test for selected relationships. Stepwise multiple regression was used to develop predictive models of respondents' evaluations of the impact of the 4-H program on life skill development. Findings indicated that adult 4-H volunteers place a high value on the life skills addressed by the 4-H program and indicate that 4-H programs are effective in life skill development among program participants.~ Satisfaction with the job as an adult 4-H volunteer and the value one places on life skills for success in life are the factors that are associated with

volunteers' evaluation of the 4-H program relative to program participants' acquisition of life skills.

O167

Factors relating to housing and neighborhood satisfaction in Pekin, Illinois /Jane E. Hough.

Hough, Jane E. 1988? . Thesis (M.S.)--Illinois State University, 1988. ii, 80 p. ; 28 cm. Includes bibliographical references (p. 65-68). (NAL Call No.: DNAL HD7287.H6). Abstract This study on housing satisfaction used a sample of 89 respondents, chosen using a systematic random sampling technique. The objective of the study was to determine housing satisfaction in terms of income, tenure, age of head of household, length of residence, education of head of household, housing size, housing quality, and neighborhood satisfaction. Six hypotheses were tested; three were accepted. Future research is suggested with a larger population sample. Additional research could compare research methods, including a mail survey and face-to-face interviews.

O168

Facts and reflections on girls and substance use.

Indianapolis, IN (441 West Michigan St., Indianapolis, Ind. 46202) : Girls Clubs of America, Inc., c1988. Supported by a grant (1-H84-AD00876-01) from the Office for Substance Abuse Prevention of the Alcohol, Drug Abuse and Mental Health Administration in the United States Department of Health and Human Services. 49 p. ; 26 cm. Bibliography: p. 44-49. (NAL Call No.: DNAL HV4999.Y68F3). Abstract: This report is an overview of the implications of substance abuse in girls. The report includes chapters on the prevalence and patterns of substance abuse in girls, factors influencing substance abuse, theoretical perspectives on the causes of substance abuse, health risks, treatment and prevention, and policy issues. Factors of substance abuse include genetics, family influences, peers, school performance, personality, delinquent behavior, self-reported reasons, and media influences. Health risks include tobacco, alcohol, marijuana, narcotics, hallucinogens, stimulants, and cocaine. The document concludes with a section on Girls Clubs of America Programs for youth at risk.

O169

Failed expectations: working-class girls' transition from school to work.

Hamilton, S.F. ; Powers, J.L. Newbury Park, Calif. : Sage Publications. Youth & society. Dec 1990. v. 22 (2). p. 241-262. Includes references. (NAL Call No.: DNAL HQ793.Y6).

The study reported here was designed to shed light on how working-class girls who do not enroll in college move from school into full-time employment and what impact their previous work

experience has on that transition. The findings suggest some directions for improving that transition.

O170

A Fair chance for all children the declaration on child poverty /the Child Poverty Action Group.

Toronto : The Group, 1986 . "April 1986". iv leaves, 22 p. ; 28 cm. Includes bibliographical references (p. 21-22). (NAL Call No.: DNAL HV745.A6F34).

Abstract: This report by the Child Poverty Action Group examines child poverty in Canada. The first chapter addresses the problem of national neglect of children. Topics discussed include the birthright of equality of life chances, parental income and family environment, support of public policy, effects of child poverty on society, and failure of current public policy to alleviate poverty. The second chapter describes policies needed to eliminate child poverty. In this chapter policies outlined include the National Income Program for Children, child support funds, labor policies, and child care programs.

O171

Families and adolescents: a review of the 1980s.

JMFAA6. Gecas, V. ; Seff, M.A. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Literature review. Nov 1990. v. 52 (4). p. 941-958. Includes references. (NAL Call No.: DNAL HQ1.U86).

Research on adolescents and families in the 1980s shows considerable continuity with the themes and topics found in past decades. This review is largely organized around some of these perennial topics: the relative influence of parents and peers; the degree of "storm and stress" during adolescence; the "generation gap" and intergenerational continuity; the effects of parental behavior; self and identity issues; and life course considerations. The most noticeable change has been a shift in focus from individual development to the social contexts within which individuals develop, such as family, school, work, and historical period. Some of the deficiencies and neglected aspects of the adolescence research of previous decades are also evident (if somewhat less so) in the 1980s. Still relatively rare are studies of reciprocal influences, longitudinal studies, information from parents and children, and analyses of same-sex and cross-sex parent-adolescent relations, although arguments for the importance of these kinds of research are increasingly evident in the literature of the past decade.

O172

Family ecologies of ethnic minority children.

CHDEAW. Harrison, A.O. ; Wilson, M.N.-Pine, C.J.-Chan, S.Q.-Buriel, R. Chicago, Ill. : University of Chicago

Press. Child development. Literature review. Apr 1990. v. 61 (2). p. 347-362. Includes references. (NAL Call No.: DNAL RJ1.C3).

This article discusses a proposed interconnectedness between the ecologies of ethnic minority families, adaptive strategies, socialization goals, and child behavioral outcomes. The ethnic minority groups included are African American, American Indian/Alaskan Native, Asian Pacific Americans, and Hispanics. Demographic information on population size, geographic area of concentration, and preferred identity terms is provided. It is argued that adaptive strategies, including extendedness of families and role flexibility, biculturalism, and ancestral worldview, emerge from the ecological challenges of ethnic stratification status. These adaptive strategies foster the child-rearing goals of positive orientation to the ethnic group and socialization for interdependence, which in turn enhance the developmental outcomes of cognitive flexibility and sensitivity to discontinuities among ethnic minority children.

0173

The family ecology of boys' peer relations in middle childhood.

CHDEAW. Dishion, T.J. Chicago, Ill. : University of Chicago Press. Child development. June 1990. v. 61 (3). p. 874-892. Includes references. (NAL Call No.: DNAL RJ1.C3).

The association between boys' peer relations, their antisocial behavior, academic skill deficit, and family ecology was examined with 2 cohorts of boys and their families (N = 206) who were interviewed, observed in the home, and assessed in school. Group comparisons revealed that rejected boys experienced poorer family management practices (i.e., monitoring and discipline practices), showed more family stress, were of lower socioeconomic status, and displayed more behavioral and academic problems than did their average peers. Correlational analyses provided similar results and showed good replication across the 2 cohorts. The hypothesis was tested that the effect of poor parent discipline on peer rejection was mediated by the boys' antisocial behavior and academic skill deficits. Structural equation analyses indicated that the mediated effect model provided a better fit to the data than did the direct effect model. The findings were discussed in relation to the need for longitudinally examining the role of parenting processes and child behavior in peer rejection at different points in development.

0174

Family economic stress, maternal and paternal support and adolescent distress.

Lempers, J.D. ; Clark-Lempers, D. London : Academic Press. Journal of adolescence. Sept 1990. v. 13 (3). p. 217-229. Includes references. (NAL Call

No.: DNAL RJ499.A1J57).

The present investigated the effects of family economic stress on parental support and adolescent maladjustment in 622 9th through 12th graders in a Midwestern farm community. Economic stress had a direct effect on adolescent depressive symptoms, delinquency and drug use. The findings also indicated effect: increased stress was associated with lower paternal support for female, but not male adolescents, and lower paternal support for females was associated with higher distress.

0175

Family factors related to adolescent autonomy.

Pardeck, J.A. ; Pardeck, J.T. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1990. v. 25 (98). p. 311-319. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper analyzes the role that the family plays in the development of adolescent autonomy. Three family factors are analyzed in relation to the development of adolescent autonomy: parenting styles, family interaction, and transitions related to the family life cycle.

0176

Family processes and the competence of adolescents and primary school children.

JYADA6. Amato, P.R. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Feb 1989. v. 18 (1). p. 39-53. Includes references. (NAL Call No.: DNAL HQ796.J69).

Associations were examined between 12 measures of family process and 6 measures of personal and social competence for 102 adolescents aged 15-16 and 99 children aged 8-9. Canonical correlations analysis revealed that general competence among primary school children was associated with high levels of support from parents, a high allocation of household responsibility, a high level of parental control, and a low level of parental punishment. Among adolescents, general competence was associated with a high level of support from parents, a low level of parental control, a high allocation of household responsibility, parental use of induction, a low level of parental punishment, high-quality sibling relationships, and high family cohesion. The findings suggest that as children enter adolescence, general competence becomes more closely bound up with the quality of sibling relations and the degree of parental control, and less closely bound up with support from parents.

0177

Family socioeconomic status and adolescent sex-typing.

JMFAA6. McCandless, N.J. ; Lueptow, L.B.-McClendon, M. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Aug 1989. v. 51 (3). p. 741-753. (NAL Call No.: DNAL HQ1.J86).

The purpose of this study is to

reexamine the relationship between sex-role differentiation and family socioeconomic status. Forty attitudinal and 15 behavioral indicators were examined for two populations of high school seniors. The results reveal no support for the hypothesis that sex-role differentiation is more pronounced in the lower socioeconomic status groups. In fact, what evidence there is indicates sex-role differentiation is greater among the higher socioeconomic status groups. This study then questions the prevailing assumption found within the literature, which asserts that sex-role differentiation is more pronounced in the lower social classes.

Q178

Family structure as a predictor of initial substance use and sexual intercourse in early adolescence.

JMFAA6. Flewelling, R.L. ; Bauman, K.E. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Feb 1990. v. 52 (1). p. 171-181. Includes references. (NAL Call No.: DNAL HQ1.J86).

Research on the relationship between family structure and use of controlled substances by children has produced inconsistent results. Furthermore, some authors have suggested that the confounding influence of socioeconomic characteristics may be largely responsible for the positive associations that have been observed. A two-year prospective study of 2,102 young adolescents in ten southeastern cities was used to assess the relationship between family structure (intact, single-parent, or stepparent) and whether cigarettes, alcohol, marijuana, and sexual intercourse had ever been tried. Logistic regression results show significantly higher levels of ever-usage for children of nonintact families. These differences are not diminished when age, race, sex, and mother's education are controlled. The results imply that children of disrupted families are at a higher risk of initiating the use of controlled substances and engaging in sexual intercourse, and that a firmer understanding of the mechanisms that underlie this association is needed.

Q179

Flower gardening fun4-H flower garden project.

Fargo, N.D. : Cooperative Extension Service, North Dakota State University, 1985? . Cover title.~ "Bd-2.". 15 p. : ill. ; 28 cm. (NAL Call No.: DNAL SB404.9.F52).

Abstract: This 4-H flower gardening project is designed to teach youth the basics of growing flowers. The objectives of the course are to teach youth how to: 1) plan and design a flower bed, 2) plant a flower bed, 3) care for a flower garden, 4) recognize different types of flowers, and 5) exhibit flowers.

Q180

Food mysteries / written by Stella H. Cash and Patricia A. Hammerschmidt .

Cash, Stella H. ; Hammerschmidt, Patricia A. E. Lansing, MI : 4-H Youth Programs, Cooperative Extension Service, Michigan State University, 1987? .

Cover title.~ On leader's guide:

1P-2M-9:87-UP-JR0.~ On booklets:

1P-5M-7:87-HP-JR0. 6 v. : ill. ; 28 cm. (NAL Call No.: DNAL TX663.C3).

Abstract: This program is designed to teach 11- to 14-year-olds about the mysteries of food by using the kitchen as a laboratory to "experiment" with food. Each member's booklet also focuses on nutrition information and puzzles that reinforce the material in the experiments. The member's booklets can be used in sequence or individually as a supplement to food preparation activities. Examples of the experiments include a look at how yeast makes bread rise, how the color of fruits and vegetables can be changed and easy tests for finding fats and starch in foods. The leader's guide provides additional information on the facts behind each experiment, tips for helping members with activities and the answers to questions about nutrition or the experiments themselves.

Q181

Forewarning of a threat and prior knowledge of outcome: effects on children's emotional responses to a film sequence.

Hoffner, C. ; Cantor, J. Austin, Tex. : International Communication Association. Human communication research. Spring 1990. v. 16 (3). p. 323-354. Includes references. (NAL Call No.: DNAL P91.3.H8).

This experiment examined the influence of prior information on children's emotional responses to a frightening program. Two age groups were tested and variables included: forewarning of the threat vs. no forewarning, and prior knowledge of a happy outcome vs. no knowledge. Responses were gathered by self-reports, facial expressions, and skin temperature. Self-reports of emotions revealed that forewarning of the threat increased anticipatory fear but did not affect emotional responses to the threatening scene. Prior knowledge of the happy outcome tended to reduce anticipatory fear but had a somewhat inconsistent effect on fear during the threatening scene.

Q182

The forgotten halfnon-college youth in America : an interim report on the school-to-work transition.

Washington, D.C. (1001 Connecticut Ave. N.W. Suite 301, Washington 20036-5541) : Youth and America's Future, William T. Grant Foundation, Commission on Work, Family and Citizenship, 1988. "January 1988."--Cover. 99 p. ; 28 cm.

"Publications of Youth and America's Future.": p. 100-101 Includes bibliographical references (p. 81-86). (NAL Call No.: DNAL HQ796.W5).

Abstract: This report discusses the life

circumstances of non-college bound youth in America. The economic disadvantage of not accomplishing a college education are described and the damage to the nation's future of overlooking the importance of the welfare and success of non-college educated youth is examined. Ten goals for assisting non-college educated youth are proosed. The report recommends concrete actions to communities, families, employers and governments that better serve America's youth.

O183

Forgotten no longer an overview of research on children of chemically dependent parents /Jeannette L. Johnson. Johnson, Jeannette L. 1989? . 57 leaves ; 28 cm. (NAL Call No.: DNAL HV5132.U6). Abstract: This report is a review of the literature on children of chemically dependent parents. The first section addresses research completed on the children of alcoholics. The second section reviews the literature of children of addicted parents. The third section addresses methodological issues in past research. The final section discusses the implications for the future and includes a summary of the differences between alcoholic and addicted parents.

O184

Former latchkey children: personality and academic correlates. JGPYAL. Messer, S.C. ; Wuensch, K.L.~Diamond, J.M. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Sept 1989. v. 150 (3). p. 301-309. Includes references. (NAL Call No.: DNAL BF713.J68). A survey and the Eysenck Personality Questionnaire were administered to a sample of 188 college students of which eighteen percent were former latchkey children (twenty five percent of the males and fourteen percent of the females). The correlates (demographic, personality, and academic) of former latchkey status were also studied. Analysis of the questionnaire, survey, and College Board Scholastic Aptitude Test (SAT) scores showed no significant between-group differences.

O185

Free the children: breaking the cycle of poverty.

Ryans, J.D. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Jan 1990. v. 12 (1). p. 7-13. ill. (NAL Call No.: DNAL HV471.Y68).

Free the Children is a program aimed at breaking the cycle of poverty that begins at birth for thousands of children. Adopting a holistic approach, it bypasses the symptoms of the culture of poverty and attacks its root causes. The program targets a neighborhood while the people in the neighborhood build and rebuild their lives. The article outlines the program goals and objectives.

O186

From the heartlandSTD's : sexually transmitted diseases /presented and written by Betsy Bergen ; produced for Kansas State University Extension Home Economics ... et al. by Extension Communications, Kansas State University. ; Bergen, Betsy. Manhattan, Kan. : Extension Communications, Kansas State University Cooperative Extension Service, c1988. VHS.~ "Kansas State University Cooperative Extension Service presentation. 1 videocassette (30 min., 10 sec.) : sd., col. ; 1/2 in. + 1 viewer guide. (NAL Call No.: DNAL Videocassette no.737).

Abstract: This program is an overview about sexually transmitted diseases and how to talk about them in a family setting. Viewers learn how to recognize STD infections, how they are spread, when and where to go for treatment, consequences of non-treatment, and how to keep from getting an STD. This video is appropriate for small groups of parents and children facilitated by an adult, or an all-adult group led by another adult. These groups may also be conducted in a school, church, community, 4-H, or other youth organization setting. A viewer guide is included.

O187

From the heartlandwith Betsy Bergen ; produced for Kansas State University Extension Home Economics ... et al. by Extension Communications. ; Bergen, Betsy. Manhattan, Kan. : Extension Communications, Kansas State University Cooperative Extension Service, 1988. VHS.~ "A Kansas State University Cooperative Extension Service video presentation.". 2 videocassettes (58 min., 14 sec.) : sd., col. ; 1/2 in. + 1 viewer guide + 1 AIDS information folder. (NAL Call No.: DNAL Videocassette no.694).

Abstract: This program is an overview about AIDS and how to talk about it in a family setting. Through interviews with two Kansas families, viewers are able to share not only the facts but also the feelings involved in experiencing the illness and death of a child from AIDS. This video is appropriate for adults, as well as middle-school, junior and senior high youths in a number of different learning environments.~ Abstract: This program is an in-depth interview about AIDS with Dr. William Wade, president of the Kansas AIDS Network and a member of the Governor's Task Force on AIDS. Dr. Wade discusses what AIDS is and what causes it; how the virus destroys the immune system; how AIDS is contracted and spread; societal issues surrounding mandatory testing for AIDS; confidentiality for persons with AIDS; use of condoms for safer sex; problems encountered in treatment with experimental drugs; and difficulties involved in developing a vaccine for AIDS. This video is appropriate for older teens and adults who want to know more about the basic facts.

O188

Gender, body image, and self-concept in early adolescence.

Koff, E. ; Rierdan, J.-Stubbs, M.L. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Feb 1990. v. 10 (1). p. 56-68. Includes references. (NAL Call No.: DNAL HQ796.J62).
Structure and valuation of body image and the relationship between body image and self-concept were examined in 169 ninth-grade males and females. Three specific hypotheses were tested: (a) that females would have more differentiated body images than males; (b) that males would value their bodies more than females; and (c) that the degree of relationship between valuation of body image and self-concept would be stronger for females than for males. Two measures of body image, body satisfaction and body experience, and two measures of self-concept, self-esteem and self-awareness, were employed. As predicted, females had more differentiated, and males more global body images, and males were more positive about their bodies than were females. Contrary to expectations, no significant gender differences were found for any of the correlations between body image and self-concept, although all correlations for males were higher than were those for females.

O189

Gender differences in adolescent health concerns and self-assessed health.

Alexander, C.S. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1989. v. 9 (4). p. 467-479. Includes references. (NAL Call No.: DNAL HQ796.J62).
Gender has been shown to be an important variable in studies of health status and illness behaviors of adults. This study of 745 rural eighth grade students examined gender differences in the reported health concerns, self-assessed health status, and illness behaviors of young adolescents. A 28-item health concern inventory was used to measure emotional, social, physical, and drug-related health concerns. For girls, emotional and social concerns were highly associated with poorer perceived health, while for boys, physical concerns differentiated those in fair or poor health from those who saw themselves as healthy. Physical concerns were significantly associated with reported school absenteeism due to illness, attendance of school when ill, and physician visits for both boys and girls. Emotional concerns were related to greater numbers of school days missed or days attended when ill for girls but not for boys.

O190

Gender identification and role expectations.

Falk, C.R. Clarksville, Md. : T.E.A.M. Associates, Inc. T.E.A.M. - The early adolescence magazine. Nov 1987. v. 2 (2). p. 5-6. Includes references. (NAL Call No.: DNAL HQ793.T43).

Issues of peer approval and gender role arise during adolescence. This is a time for acquiring new ideas about the self and others, and formulating an understanding of one's role as male or female. Group pressure is great to protect group norms, and individual needs are submerged in a desire to conform. Teachers can help students recognize and appreciate individual differences by 1) encouraging discussion that explores feelings, 2) requiring in-depth research into sensitive issues, and 3) offering on-going exposure to all career options.

O191

Gender roles and school subjects in adolescent girls.

EDURAE. Archer, J. ; McDonald, M. Windsor, Eng. : NFER-Nelson Publishing Company. Educational research. Spring 1991. v. 33 (1). p. 55-64. Includes references. (NAL Call No.: DNAL LB2326.3.E3).

O192

Georgia guide to successful 4-H meetings / coordinated by Doris Hall ; writers, Calvin Alford ... et al. .

; Hall, Doris N.-Alford, Calvin. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 198?-? . 1 v. (loose-leaf) : ill. ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL S533.F66G42).

Abstract: Consisting of three parts, these lesson plans and teaching materials are to be used by 4-H Agents and Volunteer leaders when conducting a 4-H meeting with a particular theme or in a particular project area. The lessons are designed for 4-H'ers of all ages. Each lesson plan contains factual material developed by the specialists and experts in those fields. In Part I the project areas are Agronomy, Clothing, Home Furnishings, Horticulture, Human Development, Leisure Education, Livestock Pets, Safety, and Small Engines. In Part II the projects areas are Communications, Computers, Entomology, Food & Nutrition, and Landscape Design. In Part III the project areas are Careers, Citizenship, Consumer Judging, Food & Nutrition, Forestry, Handicapped, Health, Public Speaking, Science, and Wildlife.

O193

Getting it together bodies, budgets and basic foods / by JoAnn McCloud-Harrison .

McCloud-Harrison, JoAnn. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1987 . Cover title.~ "4-H learning experiences in foods and nutrition for 7th and 8th graders."~ "December, 1987"--P. 2. 27 p. : ill. ; 28 cm. (NAL Call No.: DNAL JTX355.M3).
Abstract: This is a food and nutrition project manual for 4-H'ers at the Junior High level. The project manual is broken into two separate sections: nutrition and health, and food selection and buying. In the section on nutrition and

health, the manual focuses on those foods which should be avoided and those which should be included in a well-balanced diet. Exercises include listing favorite foods and analyzing their fat content by testing for greasy spots on brown paper, listing foods you must often eat and why, and calculating your ideal body weight. Regarding food selection and buying, the manual stresses the importance of comparison shopping and not simply buying the most prominent name brand. Also stressed is looking at the label to see which foods are healthier. Last is meal planning by combining what was learned in the two sections.

O194

Getting it together bugs, bees and butterflies / by Rodney V. Coleman .
 Coleman, Rodney V. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986? . Cover title.~ "4-H learning experiences in entomology for 7th and 8th graders."~ "Reprinted June, 1986"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jQL467.2.C6).
 Abstract: This is an entomology project manual for 4-H'ers at the Junior High level. The manual is divided into three sections: what is an insect, insects, and their damage, and control of bad insects. In the first section most information is related to classifying insects and insect parts common to all. Activities include making insect nets and other items needed in building an insect collection. Much attention is given to proper insect mounting for collections. In the section on insect damage, most activity involves tracking insects and the damage they create by tracing their life history from egg to adult. In the section on control of bad insects, most attention is given to the uses of insecticides and the safety precautions needed when using them. One activity suggested is the joint work with a 4-H'er in a horticulture project, and your job is to keep down the insect population. Good suggestions regarding personal summer job possibilities as a 4-H'er are included.

O195

Getting it together colors, lines and spaces / by Mary Ellen Blackburn .
 Blackburn, Mary Ellen. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986? . Cover title.~ "4-H learning experiences in home furnishings and design for 7th and 8th graders."~ "Reprinted June, 1986"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jTX317.B5).
 Abstract: This is a project manual in home furnishings and design for 4-H'ers at the Junior High level. The manual is divided into three sections: the elements of design, the world of color, and the principles of design. In the section on the elements of design all attention is given to the fundamentals. These include lines, furniture elements, and textures. Exercises include drawing

varying lines on a common room drawing to see the effect lines have on visual perspective. The section on color explains the differences between hue, values, and intensity. Exercises include varying hues on the color wheel, and working on creating harmony with monochromatic, analogous, and complementary colors. Regarding principles of design most activity is combining all of the information learned and creating new designs and floor plan layouts while adding elements of elevation and proportion to the project preparation.~ Suggestions are given also for summer job possibilities in this area for both boys and girls.

O196

Getting it together dollars, cents and sense / by Esther M. Maddux .
 Maddux, Esther M. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986 printing. Cover title.~ "4-H learning experiences in consumer education for 7th and 8th graders."~ "Reprinted June, 1986"--T.p. verso. 42 p. : ill. ; 28 cm. (NAL Call No.: DNAL jTX335.M33).
 Abstract: This is a project manual in Consumer Education for 4-H'ers at the Junior High level. The manual is sub-divided in four sections: spending it yourself, spend here, the economy, and rights and responsibilities. In the first section on spending it yo urself, notions of consumerism and how our goals and our setting of life goals affect everyone else's lives via economic avenues are covered. In the section on spend here, notions of choice making and smart consumerism are stressed. The idea of goal setting when purchasing an item is not abandoned. Rudimentary macro-economics is covered in the section on the economy. Goods and services are explained in detail so that the 4-H'er will understand the differences and how pricing might be affected regarding the two. Regarding rights and responsibilities, government standards, licensure, and regulatory practices are covered to let the 4-H'er know consumer rights are strictly watched.

O197

Getting it together energy, air, and soil / by Gilbert Landry .
 Landry, Gilbert 1949-. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1985? . Cover title.~ "4-H learning experiences in conservation of natural resources."~ "Reprinted August, 1985"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jTU163.35.L3).
 Abstract: This is a project manual in Conservation of Natural Resources at the Junior High level. The manual is sub-divided into three sections: energy, water and air, and soil conservation. Attention is given at the beginning to establishment of what constitutes renewable and non-renewable resources. In the section on energy, the problems facing the world regarding fossil fuels is covered. One exercise includes

comparing the energy savings of a shower over a bath, and another is measuring the insulation in your house. In the section on water and air, most attention is given to pollution and the difficulty to clean up pollution. In the section on soil conservation, most attention is given to the problems of erosion in their different forms. Exercises include soil sample testing and analysis of different plots and sediment. Regarding citizenship, suggestions are given for club and individual projects to promote conservation.

O198

Getting it together fins, feathers and fur / by Stanley A. Vezey .

Vezey, Stanley A. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1984? . Cover title.~ "4-H learning experiences in pet care for 7th and 8th graders."~ "Reprinted July, 1984"--T.p. verso. 43 p. : ill. ; 28 cm. (NAL Call No.: DNAL jSF413.V4).
Abstract: This is a project manual in pet care for 4-H'ers at the Junior High level. The manual is sub-divided into four sections: cats, fish, birds, and small furry pets. Regarding cats attention is given to teaching the cat good behavior and teaching the 4-H'ers to be wary of the cat's health. One exercise is building a carry case for the cat when travelling. In the section on fish, the 4-H'er is encouraged to make progressive steps in the type of fish kept (i.e., start with gold fish and move up to fresh water tropicals and then salt water). The section on birds covers selection of the right type of bird for the individual's situation. Attention is given to proper diet and disease prevention, and the added responsibility of exotic birds. The section on small furry pets covers rabbits, guinea pigs, gerbils and hamsters. Most attention is given to diet, disease prevention, and housing for the different types of animals.

O199

Getting it together fitness, fun and fame / by Bill Edwards .

Edwards, Bill. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986 printing. Cover title.~ "4-H learning experiences in leisure education for 7th and 8th graders."~ "Reprinted June, 1986"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jGV182.9.E3).
Abstract: This is a project manual in leisure education for 4-H'ers at the Junior High level. The manual is sub-divided into four sections: sports and outdoor recreation, arts, and crafts, performing arts, and general recreation. In the section on sports and outdoor recreation suggestions are given for the 4-H'er to analyze various sports and outdoor activities in which they would like to participate. One activity everyone can participate in regardless of physical condition is to create a scrapbook on a sports team or individual star. In the section on arts

and charts much attention is given to the notion that one's creativity is the key trait to be built upon, and that possibilities are limitless. In the section on performing arts, classical performing arts are covered but one activity encompasses arts and crafts as well is puppetry. Many suggestions are given as to the different types of puppets which can be easily made with little time and effort. In the section on general recreation activities not covered such as reading and party games not generally thought of as recreation are covered. One game highlighted is chess.

O200

Getting it together guys, girls, and garments / by Mary Lou Dixon .

Dixon, Mary Lou. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986 . Cover title.~ "4-H learning experiences in clothing and textiles for 7th and 8th graders."~ "October, 1988"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jTX340.D5).
Abstract: This is a clothing manual for boys and girls at the Junior High level. The manual is sub-divided into three sections: selecting and buying clothes, garment care, and construction. The primary theme is that clothing is a reflection of the wearer, and a great deal can be inferred through clothing. Exercises in clothing selection include wardrobe analysis, color comparisons, and buying according to needs. In the garments care section, attention is given to care and maintenance for shoes and clothing repair and alteration. Also included is a chapter on laundry do's and don'ts as well as seasonal clothing storage. Clothing construction exercises include assemblage of sewing kits for all occasions, mastery of sewing machines and techniques. Two activities suggested are making a firewood "log tote," and selection of a garment pattern and completion of the garment. Regarding citizenship, suggestions are given for club projects to include establishment of an emergency clothes closet for fire victims.

O201

Getting it together minutes, money and management / by Mimi Shumard .

Shumard, Mimi. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986? . Cover title.~ "4-H learning experiences in home management for 7th and 8th graders."~ "Reprinted June, 1984"--T.p. verso. 29 p. : ill. ; 28 cm. (NAL Call No.: DNAL jTX148.S5).
Abstract: This is a home management project manual for 4-H'ers at the Junior High level. The manual is sub-divided into three sections: inputs, throughputs, and outputs. In the section on inputs much attention is given to the setting of goals and resources needed for the family and home. Exercises included in this section are interviewing different professional people and getting a feel of what their

goals are at this time. Another activity involves the 4-H'ers planning a camping trip and being responsible for taking care of all of the details and keeping tabs on the costs. Throughputs is a section on the planning aspects of any project. The most important topic covered here is the rational decision making process, and dealing with problems by having alternative plans already drawn up in case of an emergency. The outputs section deals with the decisions that have been made, and their effectiveness to solve the problem or achieve the desired goal.

0202

Getting it together pencils, plans and plants / by William Slack .

Slack, William. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1983. Cover title.~ "4-H learning experiences in landscape design for 7th and 8th graders." . 39 p. : ill. ; 28 cm. (NAL Call No.: DNAL jSB473.S5 1983). Abstract: This is a project manual in landscape design for 4-H'ers at the Junior High level. This project manual is sub-divided into five areas of landscape design: basic design, home landscape, identifying and using plant, climate and energy conservation, and low maintenance design. The basic design section stresses the fundamentals of creating harmony with the buildings and grounds so they complement each other. Activities include drawing base maps of the project and creating models to put the plans into three dimensions. The home design section stresses the importance of dividing the premises into three distinct areas to treat differently: private, public, and service. Activities include drawing a new design. Plant identification and usage is self explanatory. Climate and energy conservation stress the value of landscape as money saver on utilities (i.e. where to place trees). Low maintenance design is also self explanatory.

0203

Getting it together plants, soils and fertilizers / by Earl Elsner .

Elsner, John Earl, 1942-. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1985? . Cover title.~ "4-H learning experiences in agronomy for 7th and 8th graders."~ "Reprinted August, 1985"--T.p. verso. 47 p. : ill. ; 28 cm. (NAL Call No.: DNAL jSB91.E5). Abstract: This manual covers four areas basic to agronomy: soils and fertilizers, seeds, weeds, and crop production. The section on soils and fertilizers covers the physical make up of soil. Activities include having soil tests run on top soil, sub soil, and sand to compare their mineral content and testing these soils' water capacity. The last section on soil covers soil conservation concerns and activities. The section on seeds covers seed parts and the germination principle, keeping a list of everything you eat and

determining whether it is indirectly or directly from a seed, and germinating seeds under varying conditions and stresses. The section on weeds addresses classification of plants as weeds, and information on herbicide use and safety. On the subject of crop production much emphasis is given to why certain crops fare well in Georgia and others do not. Also included is an exercise comparing different varieties of corn and their performance.

0204

Getting it together portables, plans and pantries / by Dale Dorman .

Dorman, Dale. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1986? . Cover title.~ "4-H learning experiences in housing and equipment for 7th and 8th graders."~ "Reprinted June, 1986"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jTX301.D6). Abstract: This is a project manual in the housing and equipment for 4-H'ers at the Junior High level. The manual is divided into three sections: people and space, plan it right, and household equipment. The first section puts emphasis on personal space and how an invisible force envelopes individuals and property. The challenge put forth is to make the home psychologically comfortable to every family member. Activities include close analysis of one's own home floorplan to see what adjustments need to be made in maximizing comfort and efficiency in the floorplan. The section on planning details stresses how envisioning the layout of rooms before moving in the furniture or appliances is necessary to avoid extra steps or hazards. The kitchen is the room covered here with most detail. Also covered is effective lighting via natural and artificial sources. The section on household equipment deals mostly with portable appliances and their utility. An activity covered is the listing of different tasks, appliances on hand, and appliances needed to make life simpler.

0205

Getting it together tails, temperature and teeth / by William Mitchell .

Mitchell, William. Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 1983 . Cover title.~ "4-H learning experiences in veterinary science for 7th and 8 graders."~ "August, 1983"--T.p. verso. 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jSF756.M5). Abstract: This is a project manual in veterinary science for 4-H'ers at the Junior High level. The manual is sub-divided into three sections: examining the animal, body systems, and parasites. The section on examining the animal outlines ways to examine an y animal by first watching and observing that animals normal behavior, checking its vital signs, and observing the various body systems at work. Activities include checking the skin, eyes, and temperature of various animals from dogs

and cats to horses. In the section on the body systems, the basic ideas conveyed are for the 4-H'ers to learn the function of individual systems and organs. One suggestion is to visit a veterinarians office and ask question and observe what goes on in the office. An activity suggested is to dissect an animal heart retrieved from a processing plant. On the section on parasites detail is given to the various causes, problems, and cures for internal and external animal parasites.

0206

Getting it together friends, families and futures.

Athens : Cooperative Extension Service, University of Georgia, College of Agriculture, 198-?. Cover title.~ "4-H learning experiences in human development for 7th and 8th graders.". 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL jBF724.3.F64G4).

Abstract: This is a human development manual for the Junior High level. The manual is sub-divided into three subject areas regarding changes with self, family, and friends. The primary theme throughout the project manual is change and adjustments that youth must make as a part of growing up in today's world. Regarding the changing self, 4-H'ers are encouraged to take a deep look at themselves and analyze the changes that have been taking place emotionally and physically, and to make improvements if needed. Family analysis is the second section. Family member roles are studied at the family and societal level. An activity suggested for family participation and unity enhancement is doing something together for another person or family (e.g., repairing steps at an elderly person's house.) With regards to changes in friends and types of friendships, the manual addresses dating and attitudes toward the opposite sex.

0207

Going for the goal.

Christenbury, J. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 41. ill. (NAL Call No.: DNAL 1 EX892EX).

In South Carolina, approximately one-third of the youth between the ages of 13 to 19 drop out of school each year. The financial, social and emotional implications of this situation are great. The South Carolina State Family Resource Management Team concluded that special programs needed to be developed that would address all youth, but would be strongly recommended for high-risk youth. The first component of the two-part program is a career exploration for youth, "Go For The Goal." A variety of teaching methods focus on relating the impact of teen decisions on future earning ability. The second program component, "Focus On The Future," introduces youth to lifetime financial planning to achieve financial security. In March 1989, specialists trained Extension agents in 36 of the

state's 46 counties. After the agents' completed the trainings for youth, the teens indicated that finding a career, which met their interests rather than one which paid a lot of money was more important to them.

0208

Growing together a sexuality education plan for girls ages 9-11 / Pamela M. Wilson, principal author ; Carol Nelson, medical advisor ; Terry Quinn, editor .

Wilson, Pamela M. ; Quinn, Terry. New York? : Girls Clubs of America, c1988. A component of the Preventing Adolescent Pregnancy Program.~ Accompanied by handouts for Growing Together. xix, 86 p. : ill. ; 28 cm. Includes bibliographical references (p. iii-iv). (NAL Call No.: DNAL HQ51.W55).

Abstract: The program presented in this book focuses on prevention of adolescent pregnancy. It offers age appropriate curricula and activities for girls aged 9-11. The program curriculum consists of four 90-minute sessions which include a cover page, leader resource sheets and handouts. The purpose of the course is to help girls acquire information, skills, and motivation to avoid pregnancy in their teen years. Growing together is a series of workshops designed to increase positive communication between parents and daughters about sexual information and values.

0209

Growing up, developing self-esteem a 4-H school enrichment program /prepared by 4-H and Youth Programs.

Ames, Iowa : Iowa State University Extension, 1989 . Loose-leaf format.~ Running title: 4-H self esteem. 1 v. (various pagings) : ill. ; 30 cm. + 2 audiocassettes + handout masters. (NAL Call No.: DNAL BF723.S3G7).

Abstract: The "Growing Up, Developing Self-Esteem" materials were developed to help all Iowa youth feel good about themselves. The material in this program relates to the grade level goals appropriate for specific age groups as outlined in the Iowa Department of Education Human Growth and Development Curriculum guidelines and standards. It is a life skill enrichment program which challenges young people to explore their ongoing self-esteem development. Using hands-on individual and group building activities, the program links subject matter concepts with application opportunities to stimulate positive self-esteem growth.

0210

Growing up drug freea parent's guide to prevention.

Washington, DC : U.S. Dept. of Education, 1989? . 52 p. : col. ill. ; 22 x 28 cm. Includes bibliographical references (p. 45-51). (NAL Call No.: DNAL HV5824.C45G7).

Abstract: The purpose of this handbook is to help families take an active role in drug prevention before they have a problem. Drawing on the advice of experts in drug prevention and in child

development, the handbook outlines what children at four key stages of development should know about drugs and suggests family activities to reinforce children's motivation to avoid alcohol and other drugs. This publication is intended to provide parents with knowledge and information about sharing the message that drug use is wrong and harmful.

O211

Growing up is serious business at Girls Incorporated.

McCourtie, C. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Ninth of a series: Youth at Risk. June/July 1990. v. 12 (5). p. 3-6. ill. (NAL Call No.: DNAL HV471.Y68).
Girls Incorporated, formerly Girls Club of America, is an organization which has helped millions of girls make positive changes for their long-term growth and development. A gender-based organization, embodies the philosophy that each girl can become independent, take responsibility, provide leadership and teamwork in an environment that is supportive. Helping the girls seek alternatives to a broad range of societal problems, the organization provides support in the areas of health and sexuality, careers and life planning, and sports and adventure.

O212

Growing with the times: a challenge for experiential education.

Kielsmeier, J. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Fall 1989. v. 12 (3). p. 12-16. ill. (NAL Call No.: DNAL L11.J68).
This article is an adapted version of Jim Kielsmeier's remarks upon accepting the 1988 Kurt Hahn award, recognizing his great contributions and inspirations to the education of youth and the field of experiential education. A brief history is given on Kurt Hahn, his ideas and approaches for his time. The author indicates that because we are of a different time, we must challenge experiential educators to create meaningful roles for the youth of our society if we are to grow into a multicultural context.

O213

Habits of the heart individualism and commitment in American life /Robert N. Bellah ... et al.

; Bellah, Robert Neelly,; 1927-. Berkeley : University of California Press, c1985. Includes index. xiii, 355 p. ; 24 cm. Bibliography: p. 309-331. (NAL Call No.: DNAL E169.12.H3).
Abstract: This book examines the cultural history of America, emphasizing the individualism of Americans. Most of the volume is based on the results of studies completed by four of the authors. The four studies focused on: how love and marriage give meaning to lives, how psychotherapy affects the lives of those working in this profession, why Americans become involved in public life, and the meaning

of public life. Chapters address the following topics: happiness, culture and character, love and marriage, individualism, finding oneself, reaching out, getting involved, citizenship, religion, the National Society, and transforming American culture.

O214

A handbook for developing multicultural awareness /Paul Pedersen.

Pedersen, Paul, 1936-. Alexandria, Va. : American Association for Counseling and Development, c1988. Includes index. xii, 216 p. ; 23 cm. Bibliography: p. 199-211. (NAL Call No.: DNAL BF637.C6P33).

Abstract: This book is a practical guide on how to improve the communication and cultural awareness among culturally different people. Three stages of multicultural development are outlined (awareness, knowledge, and skill). Methods for counselors to adapt and adjust to new cultures are demonstrated by the use of roleplaying techniques with simulation exercises and strategies to help trainees identify and overcome culturally learned stereotypes. Behavior modification techniques, four dimensions of multicultural skills training, and ways to develop a multicultural identity are discussed. A good handbook for teaching a cross-cultural counseling course.

O215

Handbook of adolescent psychology / edited by Vincent B. Van Hasselt, Michel Hersen.

; Van Hasselt, Vincent B.-Hersen, Michel. New York : Pergamon Press, c1987. xi, 508 p. : ill. ; 26 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL BF724.H3).

Abstract: This book endeavors to present a balanced perspective on adolescent psychology by examining the data from a variety of theoretical frameworks and by including the input from many disciplines. Topics include: historical perspectives of adolescence; frameworks for critical questions; an examination of general issues such as physical development and maturation, social interactions and adjustment, sexuality, family and environment, morals and values, and intellectual growth; pathological conditions originating in adolescence; and, special topics such as cross-cultural perspectives, the handicapped adolescent, adolescent pregnancy and marriage, educational influences, and career planning.

O216

Harvesting and preparing vegetables for exhibit /Raymond E. Wagner, Robert G. Askew.

Wagner, Raymond E. ; Askew, Robert G. Fargo, N.D. : Cooperative Extension Service, North Dakota State University, 1986 . Cover title.~ "8c-5."~ "18-HORT-3."~ "January 1986.". 7 p. : ill. ; 28 cm. (NAL Call No.: DNAL S533.F66W322).

Abstract: This purpose of this book is to teach youth how to prepare vegetables

for exhibit in horticulture and garden shows. Included in the booklet are general tips on exhibiting, garden produce standards, suggested exhibit requirements, and standards for judging. Quality characteristics, flaws, and preparation instructions are listed for thirty vegetables.

0217

Health promotion for adolescents: preventive and corrective strategies against problem behavior.

Hurrelmann, K. London : Academic Press. Journal of adolescence. Sept 1990. v. 13 (3). p. 231-250. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

This paper, in its first part, gives an overview of research on "problem behavior" in adolescence. Adolescence is considered to be a stage in life characterized by more experimentation, exploration, risk-taking, and rebellion than any other stages. Many health-damaging behaviors (drug consumption, precocious sexual activity, risky driving, aggressive behavior, etc.) have important psychosocial functions in adolescents' developments. Some of these behaviors can be signals of "stress", defined as a bio-psycho-social state of tension resulting from a variety of stressors which confront adolescents daily in modern industrial societies. In the second part of the paper, the implications of this research for strategies of intervention are discussed. The systematic analysis distinguishes between different stages in the process by which problem behavior emerges and separates "preventive" from "corrective" forms of intervention. Additionally, the analysis differentiates between the dimensions targeted by the measures: interventions addressed toward individual behavior ("personal resources") on the one hand, and living conditions ("social resources") on the other hand. The resulting types of intervention approaches are illustrated with examples and discussed in view of how appropriate they are for health promotion in adolescence. Implications for "social policy for adolescents" are discussed.

0218

Healthy expressions of diversity lead to positive group experiences.

Mitten, D. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Fall 1989. v. 12 (3). p. 17-22. ill. (NAL Call No.: DNAL L11.J68).

A healthy expression of diversity builds strength in a group by offering a variety of expertise, thereby enabling the accomplishment of organizational goals. But the author warns that it is important to distinguish between expression of diversity and suppression of diversity. Many leaders confuse inappropriate rebellion against authority with the expression of diversity. Individual differences not be respected. Group participants should be encouraged to take responsibility for

their own safety, health, and well-being which in turn, creates an atmosphere in which major goals can be accomplished.

0219

Helping adolescents cope with the death of a peer: a high school case study.

McNeill, J.N. ; Silliman, B.~Swihart, J.J. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Jan 1991. v. 6 (1). p. 132-145. Includes references. (NAL Call No.: DNAL HQ793.J68).

The authors present an exploratory study of grief and coping responses of students in a rural Midwestern high school 18 months after a peer's death from leukemia. Evidence indicated both continued bereavement as well as several expected patterns of immediate grief and coping responses. Qualitative and quantitative comparisons of close and more distant friends of the dead peer indicated that whereas close friends were more likely to have had frequent thoughts about death, experienced difficulty discussing death and reported life changes following a peer's death, all students experienced some difficulty coping. Implications for individual and school system adjustment are discussed.

0220

Helping youth decide a new program for parents /developed by the National Association of State Boards of Education.

Alexandria VA : National Association of State Boards of Education, 1986. Cover title.~ "January 1986.". 20 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.H3 1986).

Abstract: This curriculum for parents on teaching children to make responsible decisions includes a workbook for parents and a workshop leaders guide. The parents' workbook includes sections on difficulties experienced during adolescence, good communication and listening skills, and suggested activities for parents to complete with children. The leader's manual begins with a section on how to plan the workshop, including a planning schedule, budgets, and publicity. The second section gives tips on how to facilitate a successful workshop for parents. The last section describes the specific activities to use in the workshop.

0221

Helping youth decide a workshop guide /by Donna Marie Duquette and Katherine Boo.

Duquette, Donna Marie. ; Boo, Katherine. Alexandria Va. : National Association of State Boards of Education, 1986. "A publication of the National Association of State Boards of Education."~ "National Association of State Board of Education, Parent Education Project"--Cover. v, 41 p. ; 28 cm. Includes bibliographical references (p. 41). (NAL Call No.: DNAL HQ772.D88).

Abstract: This workshop guide is designed to help individuals who work with families provide suggestions for parents on how to communicate with their

children. The first part provides information on planning the workshop, including identifying the audience, scheduling, budgeting, and selection of leaders. The second part gives guidelines on how to lead an effective workshop for parents. Tips for before the workshop, opening the session, and closing the session are included. The final section is a collection of activities to use during the workshops. The theme of the activities is effective communication between parents and adolescents. Activities on listening and decision-making are included, along the discussion starters on a variety of youth related topics.

0222

Helping youth say no a parent's guide to helping teenagers cope with peer pressure /National Association of State Boards of Education.

Alexandria, VA : National Association of State Boards of Education, 1987 . Cover title.~ A publication in NASBE's Parent Education Project.~ "January 1987.". 20 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ799.2.P44H3).

Abstract: This booklet gives parents guidelines on how to teach children to make wise decisions regarding drugs, alcohol, tobacco, and sex. The first section discusses peer pressure. The second section lists tips for parents on how to help adolescents cope with peer pressure through increased self-confidence. The final section contains three learning activities that parents can do with their children. The activities focus on exploring alternatives, saying no, and setting limits.

0223

High school dropouts who change their minds about school /by Andrew J. Kolstad, Jeffrey A. Owings.

Kolstad, Andrew J. ; Owings, Jeffrey A. Washington, D.C.? : U.S. Dept. of Education, Office of Educational Research and Improvement, Center for Statistics, Longitudinal Studies Branch, 1986. "April 16, 1986.". 20, 12 p. : ill. ; 28 cm. Includes bibliographical references (p. 31-32). (NAL Call No.: DNAL LC146.5.K6).

Abstract: The objective of this study is to describe, using national survey data, how many dropouts attempt to change the course of their lives by returning to complete their diploma requirements, what kinds of dropouts return and complete their requirements, and how the subsequent activities of those dropouts who returned to complete the diploma requirements differ from those of dropouts who remained out of school. This paper reports new findings from a recent follow-up survey of high school sophomores which indicate that a substantial proportion of high school dropouts return to complete their diploma requirements.

0224

Homeless families: Extension's role.

Weigel, D.U. ; Myer, P.A. Madison, Wis. : Extension Journal. Journal of extension. Spring 1990. v. 28. p. 33. (NAL Call No.: DNAL 275.28 J82). Homeless families have become a concern for many cities. Cooperative Extension does have a role in addressing the specific needs of these families. To address the homeless issue in our community, a multifaceted approach was implemented: Four separate inservices of a recently established project for homeless families were presented to staff; The human development specialist conducted regular workshops on communication and conflict management to homeless family support groups; and The family resource management specialist worked with human service agencies to provide one-on-one money management counseling to homeless families and a trained volunteer force to continue the financial counseling. By networking with community agencies and using creative expertise, Extension can play a vital role in helping homeless families.

0225

How education can be of U.S.E.

Ammons, D.H. Tucson, Ariz. : Associates for Youth Development. New designs for youth development. Winter/Summer 1989. v. 9 (1/3). p. 61-62. ill. Includes references. (NAL Call No.: DNAL HQ793.N48).

Twenty Indiana counties were studied to determine the relationship between participation in 4-H beef, clothing, foods, horse and pony projects, and career selection. Twenty boys and twenty girls in each of the four projects were randomly selected to complete a mailed questionnaire. The survey sought: (1) the degree project involvement influenced career selection, (2) participant's sex, (3) participation tenure of members, (4) perceptions of the degree the projects influenced career selection. Chi-square (05 level) and descriptive analyses tested and categorized the data. The study found: (1) participation does affect career selection, (2) the effect was greater for males, (3) those in 4-H longer were influenced more, (4) information meetings influenced horse and pony members while reading materials influenced foods project participants more. Foods and horse and pony were influenced by preparing demonstrations, and members in all areas by working with exhibits. Greater overall influence was found for participants of the animal than the home economics projects.

0226

How to explore careers and find a job /compiled by Wayne Hankel.

; Hankel, Wayne.~Reed, Eunice P. Fargo, ND : NDSU Extension Service, 1988? . Cover title.~ "Compiled from Creative career exploration program, teens' guidebook, Eunice P. Reed, cooperative extension services of the northeast states, and other sources."~ "March 1988."~ "Ec-70, 5 4-H.". 37 p. : ill.,

forms ; 28 cm. (NAL Call No.: DNAL HF5381.5.H68).

Abstract: This 4-H members' guide introduces youth to basic job seeking skills and examination of career options. Topics covered include the following: self-evaluation, self-confidence, self-image, career investigation, planning ahead, resume writing, letters of application, application skills, and interviewing.

0227

How to pack your career parachute a guide to successful job hunting /Les R. Dlabay, John W. Slocum, Jr.

Dlabay, Les R. ; Slocum, John W.-Hellriegel, Don. Reading, Mass. : Addison-Wesley, c1989. A supplementary booklet to Management, 5th ed. by Don Hellriegel and John W. Slocum, Jr. ix, 69 p. : ill. ; c 1989. (NAL Call No.: DNAL HF5549.5.C35D5).

Abstract: This booklet provides information and strategies for career planning and job hunting. Intended to assist the individual in assessment of professional growth and market potential, the booklet gives practical guidance on formulating goals and action plans, job research skills, developing communication abilities, and making contacts. This subject matter is relevant for adolescents or youth involved in their first job search or those contemplating mid-career changes. A career planning and development resource list is included.

0228

Human sexuality values and choices : teacher's manual /contributing authors, John Forliti ... et al. ; a collaborative project of Search Institute of Minneapolis and St. Paul Maternal and Infant Care Project.

; Forliti, John E. Minneapolis, Minn. (122 W. Franklin Ave., Minneapolis 55404) : Search Institute, c1986. Spine title: Values & choices teacher's manual. 159 p. : ill. ; 28 cm. Bibliography: p. 159. (NAL Call No.: DNAL HQ57.H82).

Abstract: This teacher's manual outlines a curriculum for use with junior high age adolescents and their parents on the subject of sex and sexual behavior. The manual includes lesson outlines for 15 55-minute lessons for adolescents and 3 evening sessions for parents, learning activities and discussion topics and questions. Topics include: anatomy and physiology, the process of conception, pregnancy and birth, and male-female attitudes and behavior concerning sexuality. Recommendations for behavior are based on seven values: equality, honesty, promise-keeping, responsibility, respect, self-control, and social justice.

0229

Identification with peers as a strategy to muddle through the troubles of the adolescent years.

Pombeni, M.L. ; Kirchler, E.-Palmonari, A. London : Academic Press. Journal of adolescence. Dec 1990. v. 13 (4). p.

351-369. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

0230

Identity and intervention.

Marcia, J.E. London : Academic Press. Journal of adolescence. In series analytic: Adolescent identity: an appraisal of health and intervention / edited by Sally L. Archer. Dec 1989. v. 12 (4). p. 401-410. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

The idea of intervention to promote identity development in adolescents is the focus of years of identity status research. If intervention is necessary, questions raised in this article address by whom should the intervention come from, when should it take place, and what type of intervention is appropriate? The author suggests that teachers be well trained in the area of psychosocial development since schools are a likely environment to have an identity development intervention program.

0231

Identity development in late adolescence: causal modeling of social and familial influences.

JYADA6. Kampner, N.L. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Dec 1988. v. 17 (6). p. 493-514. Includes references. (NAL Call No.: DNAL HQ796.J69).

The purpose of this study was to develop a causal model to examine the ways in which familial and social variables influence identity development in late adolescence. Four hundred and ten 18- to 21-year-old male and female college students at a large Midwestern university completed a questionnaire assessing familial security, familial and social relations, and three dimensions of identity. The resulting causal models indicated that security in familial relations enhanced identity development directly, and also indirectly by initially enhancing adolescents' social confidence and degree of interpersonal affiliation. However, the pattern of interaction among these variables varied with sex and with the specific identity measure used. It is suggested that security in familial relations may provide the support for meaningful exploration and experimentation, and enhance aspects of adolescents' sociability, which, when taken together, may enhance the identity formation process.

0232

Identity processes among racial and ethnic minority children in America.

CHDEAW. Spencer, M.B. ; Markstrom-Adams, C. Chicago, Ill. : University of Chicago Press. Child development. Literature review. Apr 1990. v. 61 (2). p. 290-310. Includes references. (NAL Call No.: DNAL RJ1.C3).

A synthesis of the literature related to identity processes among American ethnic and racial minority children and adolescents is presented. In general, ethnic and racial identification,

development. Implications for future research are discussed.

0238

The impact of two- and three-generational black family structure on perceived family climate.

CHDEAW. Tolson, T.F.U. ; Wilson, M.N. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 416-428. Includes references. (NAL Call No.: DNAL RU1.C3).

This study examined the effect of black family structure on the perceived social climate as measured by the Family Environment Scale. The 64 black families were selected to fill the four cells of a 2 x 2 factorial design of 1- versus 2-parent black families by grandmother residing in the home of the family versus living 10 or more miles away. The family climate was significantly different among the four family structures and between this sample and the normative sample of Moos and his associates. No significant differences were found among the family structures on their Family Incongruence scores. The subscale scores of this black sample were similar to the scores of other black and partly black samples. These results suggest that black families are not a homogeneous group, but rather different black family structures are associated with different family climates. Further research is needed to understand the impact family climate has on child-rearing practices and child outcomes within these diverse family structures.

0239

Implications of criminal career research for the prevention of offending.

Farrington, D.P. London : Academic Press. Journal of adolescence. June 1990. v. 13 (2). p. 93-113. Includes references. (NAL Call No.: DNAL RU499.A1U57).

In the Cambridge Study of Delinquent Development, 411 London males have been followed up from age 8 to age 32. Offending was only one element of a general syndrome of antisocial behaviour, which showed significant continuity from childhood to adulthood. The most important childhood (age 8-11) predictors of offending up to age 32 were: socio-economic deprivation, poor parenting, family deviance, school problems, hyperactivity-impulsivity, attention deficit, and antisocial child behaviour. A theory was proposed to explain these results, including criminal motivation, internalized beliefs about offending, and rational decision-making. It was concluded that the most hopeful methods of preventing offending were behavioural parent training and pre-school intellectual enrichment programmes.

0240

Improving parenting skills.

Tulgan, R. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 44-45. ill. (NAL Call No.:

DNAL 1 EX892EX).

The Partner 2000 program is an early intervention pilot project conducted by Cornell Cooperative Extension, Schenectady County, New York in cooperation with the Schenectady City School District. The goal is to provide an outreach parent education program. Educational plans in the program are totally individualized for the parent and child who has been identified by the school as "at risk". First, there is a discussion about the problem identified by the school. Then, the focus is on problems between the parents and children as perceived by the parents. The Extension associate works with the parents to define the problem and set goals. Weekly parent support meetings were also held. In the second year of Partners 2000 youth were trained to lead 4-H projects at after-school sites. Not only will youth gain by participating in 4-H projects, but the teenagers will also grow in knowledge and responsibility. Positive impact from Partners 2000 include: parents attending school conferences and attempting alternative and more positive methods of discipline, and children arriving at school on time and more often.

0241

In praise of followers.

Kelley, R.E. Boulder, Colo. : The Journal. Harvard business review. Nov/Dec 1988. v. 66 (6). p. 142-148. ill. (NAL Call No.: DNAL 280.8 H262). This article discusses how followers dominate our lives and organizations. Our thinking, the authors contend, is preoccupied with leadership which keeps us from considering the nature and the importance of the follower. Qualities of followers reviewed include: self-management, commitment to the organization, competence, focus of efforts, honesty and courage. Steps to cultivate effective followers are discussed. These include: redefining followership and leadership, honing followership skills, performance evaluation and feedback, and organizational structure that encourage followership.

0242

In search of an everyday morality: the development of a measure.

Shelton, C.M. ; McAdams, D.P. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 923-943. Includes references. (NAL Call No.: DNAL HQ793.A44).

Current interest in moral theorizing has been dominated by Kohlberg's cognitive-developmental view. Haan (1982) has challenged psychology's reliance on this rationalistic focus and has argued for a rethinking of morality's meaning in accord with everyday human experience. In light of this challenge, the present study gives both theoretical and empirical support to the advancement of a morality for everyday life. Specifically, a new measure called the Visions of Morality Scale (VMS) is reported. The VMS is

sensitive to three dimensions which are necessary for an everyday morality: (1) a human constitutive component which is universally experienced by all human beings (empathy); (2) the inclusion of a behavioral component which reflects actual behavior (prosocial inclinations); and (3) a view of morality that is multilevel (private, interpersonal, and social). A brief sketch of the VMS is provided. Results are presented from a study of 181 high school students which relate the VMS to empathy and political orientation. Highly significant relationships were found among morality, political orientation, and empathy. In addition, results revealed numerous sex differences. Finally, the implications of an everyday morality are discussed.

0243

The incidence of anabolic steroid use among competitive bodybuilders.

Tricker, R. ; O'Neill, M.R.-Cook, D. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (4). p. 313-325. Includes references. (NAL Call No.: DNAL HV5808.J68).

The purpose of this study was to determine the incidence of anabolic steroid use among competitive male and female bodybuilders in Kansas and Missouri. A profile was established for users and non-users of anabolic steroids. The results of this study indicated that more than half of the male bodybuilders (54%) were using steroids on a regular basis compared to 10 percent of the female competitors. The types of steroid used were investigated and revealed that on average, four different types of anabolic steroid were used during the year, with individual use ranging from one to fifteen different types; including Dianabol, Deca Durabolin, Anavar, Testosterone, Androl 50, Winstrol, Primobolan, Equipoise, Finaject, Parabolin, HCG, Primacatate, Enanthate, Halotestin, and Maxibolin, in order of the most to least frequently used. The female bodybuilders reported that they had used an average of two different steroids including Deca Durabolin, Anavar, Testosterone, Dianabol, Equipoise, and Winstrol. The principal reason bodybuilders used steroids was related to their perception that these drugs were an important factor in winning competitions. Another important motivating factor for use was consistent with reports that significant gains in strength could be achieved by including anabolic steroids as part of the training regimen in spite of the reported adverse side-effects.

0244

Income level, gender, ethnicity, and household composition as predictors of children's school-based competence.

CHDEAW. Patterson, C.J. ; Kupersmidt, J.B.-Vaden, N.A. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 485-494. Includes references. (NAL Call

No.: DNAL RJ1.C3).

In the United States, being black, male or growing up in a low-income and/or single-parent household have all been identified as risk factors for maladjustment during childhood. Interpretation of these findings is, however, often difficult because of the well-known associations among these variables. In the present study, we compared predictions of 3 different forms of children's competence from each of these 4 variables. In a sample of 868 black and white elementary school children from 2-parent and mother-headed 1-parent homes, we studied 3 aspects of school-based competence: conduct, peer relations, and academic achievement. Results showed that although the independent variables accounted for different amounts of variance in each domain of competence, income level and gender were better overall predictors of children's competence in conduct and peer relations than were ethnicity or household composition. Income level and ethnicity were better overall predictors of academic achievement than were gender or household composition, although each of the 4 variables made a significant contribution. Overall, income level and gender were thus the strongest predictors of children's competence. Black children were, however, more likely than white children to live in low-income homes. Our results thus highlighted some correlates of the unequal distribution of economic resources among black and white children growing up in the United States today.

0245

Indicators of rural youth drug use.

JYADA6. Sarvela, P.D. ; McClendon, E.U. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Aug 1988. v. 17 (4). p. 335-347. Includes references. (NAL Call No.: DNAL HQ796.J69).

The relationships between personal substance use, health beliefs, peer use, sex, and religion were examined using data collected from 265 middle school students in rural northern Michigan and northeastern Wisconsin in January and February 1984. A positive correlation between peer and personal drug use was established. A relationship was also found between health beliefs and personal substance use. In addition, a regression model was able to account for a statistically significant amount of the variance of alcohol, marijuana, and cigarette use in the target population. Recommendations are made concerning future research, methods of improving health education program development, and possible target areas for psychotherapy.

0246

An inner-city harvest.

Adamcin, J.C. ; Dryden, M. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Summer/Fall 1989. v. 60 (2/3). p. 24-25. ill. (NAL Call No.: DNAL 1 EX892EX). Facing challenges in South Tucson, where

approximately three-fourths of the 6,500 residents are either hispanic or native American, 4-H acted as a co-convener with other youth serving agencies to discuss ways to improve conditions for the community's young people. Several young people were hired and trained to conduct a needs survey of youth, parents and community leaders. Several programs were developed including: tutoring, recreational activities and parenting classes. Through the first three-years of the youth coalition, area crime has decreased and the city itself has become more aware of youth needs and has reallocated funds to serve more youth.

0247

Integrating work and learning with multicultural inner city youth.

Burkhardt, R. Jr. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Fall 1989. v. 12 (3). p. 33-36. (NAL Call No.: DNAL L11.J68). To function in today's society, a young adult must be well educated, socially adaptable, culturally aware, and informed about technological advances. The San Francisco Conservation corps describes how their program helps accomplish these goals by integrating work and learning for youth making the transition to adulthood.

0248

International child abduction hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs, House of Representatives, One Hundred First Congress, second session, October 16, 1990.

Washington D.C. : U.S. G.P.O. : For sale by the Supt. of Docs., Congressional Sales Office, U.S. G.P.O., 1990. Distributed to some depository libraries in microfiche. iii, 120 p. : ill. ; 24 cm. Includes bibliographical references (p. 106-107). (NAL Call No.: DNAL KF27.F647 1990a).

Abstract: This hearing reports on the issue of international child abduction and the U.S. response. Testimony is given by several parents who had their children abducted and removed to another country. The difficulties of attempting to legally repair custody and the work of the international community in this area (e.g. The Hague Convention on the Civil Aspects of International Child Abduction) are discussed.

0249

International youth exchanges: do they make a difference?

Stitsworth, M.H. Tucson, Ariz. : Associates for Youth Development. New designs for youth development. 1988. v. 8 (2/4). p. 52-54. ill. Includes references. (NAL Call No.: DNAL HQ793.N48).

Previous studies of exchange experiences focus on administrative and physical realms of the exchange. This study found exchanges bring about youth development and personality changes. 154 U.S. 4-H members who traveled to Japan for one month in 1986 in the Labo Exchange and

112 control group members, who were nominated but did not travel, were studied. The California Psychological Inventory (CPI) was administered to both groups prior to the exchange, at its conclusion, and 4 months later.

Travelers showed increases in flexibility, independence, and were less conventional than the control group. Being the first in a family to travel or paying a higher percentage of the group's expenses, youth experienced more personality changes. Travelers with no foreign language study and those with 3 or 4 semesters changed significantly, however those with one or two semesters of language study showed no significant change. Researcher recommends additional funding for youth exchange.

0250

Into adolescence a time of change Student workbook /Catherine S. Gollither.

Gollither, Catherine S. Santa Cruz, CA : Network Publications, 1989. "Title no. 513"--t.p. verso. iv, 41 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ57.5.A3G62). Abstract: This student workbook accompanies a curriculum guide which introduces middle school students to the basic facts of human reproduction and explains the physical, emotional, and social aspects of growing into adolescence. Lessons cover: establishing ground rules for classroom discussion; the stages of adolescent growth; the female reproductive system; the male reproductive system; fertilization and conception; and the social and emotional changes that occur during adolescence.

0251

Into adolescence avoiding drugs : a curriculum for grades 5-8 /Dale Evans and Susan Giarratano.

Evans, Dale. ; Giarratano, Susan. Santa Cruz, CA : Network Publications, 1990. "Title no. 376"--T.p. verso. viii, 160 p. : ill. ; 28 cm. Includes bibliographical references (p. 159-160). (NAL Call No.: DNAL HV5824.Y68E9).

Abstract: This curriculum includes lessons that provide extensive content information about drugs and the prevention of drug use among teenagers. The instructional strategies offered bridge the gap between content and its application to preventing drug use among students. While several strategies focus on processes such as decision-making and refusal skills, a successful prevention program is the result of a coalition of parents, educators, students, community leaders, and law enforcement professionals. The curriculum includes materials for class discussions, cooperative learning groups, creative expression, oral presentations, overhead transparencies, roleplays, teacher lectures, and worksheets.

0252

Into adolescence avoiding drugs : student workbook /Dale Evans and Susan Giarratano.

Evans, Dale. ; Giarratano, Susan. Santa Cruz, CA : Network Publications, 1990. "Title no. 516"--T.p. verso. iv, 43 p. :

ill. ; 28 cm. (NAL Call No.: DNAL HV5824.Y68E92).

Abstract: This student workbook accompanies a curriculum which includes lessons that provide extensive content information about drugs and the prevention of drug use among teenagers. The instructional strategies offered bridge the gap between content and its application to preventing drug use among students. While several strategies focus on processes such as decision-making and refusal skills, a successful prevention program is the result of a coalition of parents, educators, students, community leaders, and law enforcement professionals. The workbook includes materials for students such as class discussion topics, worksheets, factual information, questionnaires and quizzes.

0253

Into adolescence choosing abstinence : student workbook /Dale Zevin.

Zevin, Dale. Santa Cruz, CA : Network Publications, 1989. "Title no. 514"--t.p. verso. iv, 33 p. ; 28 cm. (NAL Call No.: DNAL HQ57.5.A3Z42).

Abstract: This student workbook accompanies a curriculum guide which provides information and encouragement for middle school students to postpone becoming involved in sexual relationships. These seven lessons emphasize that abstinence eliminates the risks of unwanted pregnancy, sexually transmitted disease, and emotional upheavals and promote postponement of sexual intercourse as the logical, positive choice for adolescent students. Three messages are emphasized: don't let someone else decide your sexual behavior; positive relationships occur without engaging in sexual intercourse; and you can choose to say "No" to sex. The "Into adolescence" series provides teachers and health educators of middle school students with curriculum on family life and reproductive health topics.

0254

Into adolescence communicating emotions : a curriculum for grades 5-8 /Kathleen Middleton.

Middleton, Kathleen. Santa Cruz, CA : Network Publications, 1990. "Title no. 377"--T.p. verso. xi, 118 p. ; ill. ; 28 cm. (NAL Call No.: DNAL BF637.C45M5).

Abstract: This curriculum provides lessons that help students develop an understanding of the role of communication plays in our lives and our society. Communication is discussed as an ongoing life process involving the exchange of information, thoughts and feelings among people. It is demonstrated that we are exposed to all types of communication and make use of all kinds of stimuli to help us understand and process information. These lessons also discuss how to understand and express emotions that help people to relate and interact more effectively.

0255

Into adolescence enhancing self-esteem : student workbook /Dale Zevin.

Zevin, Dale. Santa Cruz, CA : Network Publications, 1989. "Title no. 511"--T.p. verso. iv, 30 p. ; ill. ; 28 cm. (NAL Call No.: DNAL BF697.5.S46Z42).

Abstract: This student workbook accompanies a curriculum guide which helps promote confident, creative, productive and successful early adolescents. Through the development of self-esteem, students will be empowered to be more effective in their personal lives, school work, and relationships. Topics discussed include: defining and fostering self-esteem; how and why people hide their true identity and feelings; building and maintaining friendships; and being socially responsible within the family, at school, and in the community.

0256

Into adolescence learning about reproduction and birth : student workbook /Catherine S. Gollither.

Gollither, Catherine S. Santa Cruz, CA : Network Publications, 1989. "Title no. 515"--T.p. verso. iv, 41 p. ; ill. ; 28 cm. (NAL Call No.: DNAL QP251.G52).

Abstract: This student workbook accompanies a curriculum guide which presents six lessons on reproduction and birth specifically designed for middle and junior high school students. The lessons offer information about inherited and acquired traits, prenatal development, the stages of birth and developmental disabilities and birth disorders. The curriculum identifies ways some developmental and birth disorders can be prevented and reinforces good health practices. Illustrations, tables, charts, and transparency masters make the lessons easy to follow and "teacher friendly."

0257

Into adolescence living in a family : student workbook /Jory Post.

Post, Jory. Santa Cruz, CA : Network Publications, 1989. "Title no. 512"--T.p. verso. 40 p. ; ill. ; 28 cm. (NAL Call No.: DNAL HQ536.P64).

Abstract: This student workbook accompanies a curriculum which presents 11 lessons that focus on a number of aspects related to family living. The activities address such topics as: the range of family structures existing in society, the relationships which can occur within a family, the kinds of roles present in families, family activities and traditions, family conflicts and family history.

0258

Introduction: longitudinal analyses of biological, psychological, and social interactions across the transitions of early adolescence.

Lerner, J.V. ; Lerner, R.M. Newbury Park, Calif. : Sage Publications, The Journal of early adolescence. Aug 1989. v. 9 (3, special issue). p. 175-180. (NAL Call No.: DNAL HQ796.J62).

This article is the introduction to a

special issue on the topic of early adolescent transitions. The authors briefly discuss research related to the biological, psychological, and social transitions which occur during this period. Next the authors present the purpose of this special issue and briefly describe the papers included in the issue. Topics in the issue include: transition from elementary to upper grades, development of problem behaviors, relationship between biological and social factors, and family factors.

0259

Is fear of success a motive? An attempt to answer criticisms.

Cook, E.A. ; Chandler, T.A. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1984. v. 19 (75). p. 667-674. Includes references. (NAL Call No.: DNAL HQ793.A44).

The motivational nature of the Motive to Avoid Success (MAS) was investigated for its ability to meet three important characteristics of a motive. One hundred five 5th-8th-grade females participated under noncompetitive and competitive conditions. Results did not substantiate the motivational nature of MAS. MAS did not predict performance in a competitive situation. Other factors may prove to be more salient explanations of female achievement.

0260

It can't happen to me!

Lee, I.K. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 15. ill. (NAL Call No.: DNAL 1 EX892EX).

The Arkansas Education for Parenting program is designed for students in grades 7 to 12. Major concepts include: communicating with parents, building a positive self-concept, staying in control, goal setting, managing peer pressure, understanding moral values, and making decisions. The program includes a 3-year parenting curriculum, a home study course to complement the first year course, and a bimonthly newsletter series.

0261

Jobs preparation and placement / edited by Rita Friedman .

; Friedman, Rita. Albany, N.Y. : Published for the Task Force by Albany Cooperative Extension. 19--? -. Cover title.~ "Manpower programs in extension." v. ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL HF5382.7.J6).

Abstract: This publication provides materials for assisting county extension agents in planning, setting up, and conducting an employment clearinghouse, and providing career education. Topics include: resume writing, looking for a job, interviewing, self assessment, etc.

0262

Jubilee of self-esteemPat Seymour.

Seymour, Pat. Stacy, MN : Spectra Photo/Audio. 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual Conference."~ Title in program book: How to harvest a jubilee of self-esteem in one easy lesson.~ "414-T22A; 414-T22B." 2 sound cassettes (ca. 180 min.). (NAL Call No.: DNAL Audiocassette no.182).

Abstract: This electrifying seminar includes the six things in life you cannot change as well as stirring musical excerpts, examples from classical literature, a wealth of motivational quotations from every walk of life, shattering demonstrations showing the effects of negative thinking and concrete suggestions for personal growth in self-esteem that are 100 percent sure to work. This is a fast-paced, humor-spiced presentation that you will never forget--plus, a promise that you will never be the same again!

0263

Juvenile delinquency and attention deficit disorder: boys' developmental trajectories from age 3 to age 15.

CHDEAW. Moffitt, T.E. Chicago, Ill. : University of Chicago Press. Child development. June 1990. v. 61 (3). p. 893-910. Includes references. (NAL Call No.: DNAL RJ1.C3).

This article describes a longitudinal analysis of the behavior of a birth cohort of 435 boys. 4 groups were defined at age 13 on the basis of both self-reported delinquent behavior and professional diagnosis of Attention Deficit Disorder; ADD + delinquent, ADD only, delinquent only, and nondisordered. Biennial correlates of delinquency (antisocial behavior problems, verbal intelligence, reading difficulty, and family adversity) were traced across childhood. The ADD + delinquent boys consistently fared the worst on the assessments of family adversity, verbal intelligence, and reading. Their antisocial behavior began before school age, escalated at school entry, and persisted into adolescence. The ADD-only boys had normal family, intelligence, and reading scores, and showed only mild antisocial behavior in middle childhood. The delinquent-only boys showed no early risk from family, low intelligence, or reading deficit, and remained relatively free of conduct problems until they initiated delinquency at age 13. Persistence of criminal offending beyond adolescence is predicted for the ADD + delinquent boys.

0264

Kansas 4-H CARES chemical abuse resistance education series /written and prepared by J. Dale Apel ... et al. .

; Apel, J. Dale. Manhattan Kan. : Cooperative Extension Service, Kansas State University. 1988 . "May 1988."~ On t.p.: 4H CARES. 1 v. (loose-leaf) : ill. ; 28 cm. Includes bibliographical

references. (NAL Call No.: DNAL HV5824.Y68K3).

Abstract: The Kansas 4-H CARES (Chemical Abuse Resistance Education Series) is an activity-oriented program for prevention of substance abuse in youth. This curriculum is targeted at youth at risk between the ages of 7 and 9. The series consists of 10 self-contained lessons for use by 4-H clubs. Each lesson contains a get acquainted activity, suggestions for role call, a program feature, recreational activity, and suggestions for closure. The lessons are designed to introduce self-concept skills before discussing chemical substances. The lesson topics are as follows: uniqueness, communicating, feelings, values and goals, learning about drugs, decision-making and drugs, friendships and drugs, peer pressure and drugs, influences to use drugs, and self-esteem and support to others.

Q265

Keeping youth in school: a follow-up report.

Lee, S. ; Luppino, J.-Plionis, E. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Mar/Apr 1990. v. 19 (2). p. 4-7. ill. (NAL Call No.: DNAL HV701.C51). "Keep Youth in School" is a three year research/demonstration project, which was funded by the Children's Bureau, Administration for Children, Youth and Families, targeting 12-15 year old minority youth in foster care in Washington, D.C., who were at risk in dropping out of school. The project used peer mentors, and employment training and incentives to encourage positive attitudes towards school and enhance work skills. The effective rate of the program is 96%.

Q266

Kids who run away /by Joseph Palenski. Palenski, Joseph E. Saratoga, Calif. : R & E Publishers, c1984. xiv, 174 p. : 21 cm. Bibliography: p. 162-174. (NAL Call No.: DNAL HQ796.P3).

Abstract: This book offers a different and controversial interpretation of the phenomenon of runaway youth. The idea that running away is dangerous or even negative for everyone who does it is refuted and it is suggested that, for some children, being out of the home is the start of a growth and maturation process that can end up being both healthy and enjoyable. The author spent time on the streets in ongoing contact with runaways and this publication is based on what they say about themselves.

Q267

Kidscope4-H self care unit.

Manoa, Hawaii : Cooperative Extension Service, College of Tropical Agriculture & Human Resources, University of Hawaii at Manoa, 1989? . Cover title. 2 v. (various pagings) : ill. ; 28 cm. + 4 cards. Includes bibliographical references. (NAL Call No.: DNAL HQ777.65.K5).

Abstract: This 4-H program was developed

to teach children between the ages of nine and 12 how to cope when they are home alone. The six-unit program was designed to use with schools, after school programs, 4-H clubs, special interest groups, and other youth organizations who are working with children in self care or latchkey. The topics covered in the units address the following areas: self-esteem, dealing with loneliness and boredom, personal safety, emergencies and first aid, healthy snacks and kitchen safety, and getting along with others. The curriculum materials include: a teacher's guide, children's manual, and parent newsletters.

Q268

La comunicacion curriculum unit /Gene T. Chavez ; illustrations by Ron Salinas.

Chavez, Gene T. Santa Cruz, CA : Network Publications, 1989. "Title no. 364.". 196 p. : ill. ; 28 cm. (NAL Call No.: DNAL HM132.C4).

Abstract: This curriculum provides family life education that is culturally relevant and appropriate for Latino students. Information and participatory classroom activities that address the four areas of cultural pride, the family, effective communication, and self-esteem are included. The curriculum was developed in order to strengthen Latino students' self-esteem and self-concept and to begin to lay the groundwork for preventing high-risk behaviors. This unit strengthens students communication and decision making skills in the hope that these skills will provide greater positive opportunities that will empower them to overcome some of the barriers to their success.

Q269

La comunicacion student workbook /Gene T. Chavez ; illustrations by Ron Salinas.

Chavez, Gene T. Santa Cruz, CA : Network Publications, 1989. Includes some Spanish text.~ "Title no. 365.". 82 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HM132.C41).

Abstract: This student workbook accompanies the La Comunicacion curriculum unit. The curriculum provides family life education that is culturally relevant and appropriate for Latino students. Information and participatory classroom activities that address the four areas of cultural pride, the family, effective communication, and self-esteem are included. The curriculum was developed in order to strengthen Latino students' self-esteem and self-concept and to begin to lay the groundwork for preventing high-risk behaviors. This unit strengthens students communication and decision making skills in the hope that these skills will provide greater positive opportunities that will empower them to overcome some of the barriers to their success.

0270

La familia curriculum unit /Ana Consuelo Matiella.

Matiella, Ana Consuelo. Santa Cruz, CA : Network Publications, 1988. 188 p. : ill. ; 28 cm. Bibliography: p. 187-188. (NAL Call No.: DNAL HQ10.5.U6M3).

Abstract: This curriculum guide explores and identifies Latino family traditions, values, and diversity, and seeks to strengthen Latino students' (grades 5-8) self-esteem and sense of family pride. Designed for educators of predominantly Latino student audiences in school and non-school settings; this curriculum provides lesson plans and student activity worksheets to help students: recognize similarities and differences among Latino families and mainstream culture families; realize the diversity in families and that families function successfully in different ways; understand how family role models and values contribute to a sense of family pride and self-esteem; and identify family traditions that contribute to a sense of family and cultural pride.

0271

Latchkey children a guide for employers /produced by the BNA Special Projects Unit for Buraff Publications, Inc., a subsidiary of The Bureau of National Affairs, Inc.

Washington, D.C. : Bureau of National Affairs, 1988. "November 1988."~ Cover title. 32 p. ; 28 cm. (NAL Call No.: DNAL HQ777.65.L37).

Abstract: This report, part of a series produced in conjunction with The National Report on Work and Family newsletter, discusses the increasing numbers of latchkey children, outlines existing programs, and gives suggestions to employers. The first section describes the problems created for the employee and employer by latchkey children. Included are eight case studies of programs within companies that address the problem of children in self-care. The last section is a guide for employers on how to deal with issues created by latchkey children.

0272

Latchkey helpers a guide for program leaders.

New York, NY (33 W. 42nd St., New York, 10036) : Early Adolescent Helper Program, Center for Advanced Study in Education (CASE), The Graduate School and University Center of the City University of New York, 1987? . Cover title.~ At head of title: Helper program.~ "School age child care helper program : a guide for teachers and program leaders"--added t.p. 1 v. (loose-leaf) : ill. ; 29 cm. (NAL Call No.: DNAL HQ777.65.L3).

Abstract: This program is part of the Early Adolescent Helper Program. It contains specific information about the setting and the population where the Helpers will serve. Exercises for creating a sense of community and building trust within the Helper group, role plays to prepare for the on-site activity, "Student Handouts" (one or two

page readings of worksheets) and detailed outlines for the seminars that are at the heart of the program, are also included. This guide addresses the role of the Helper in working with older children, in school-age child care programs. Additional information about developmental traits of the school-age child is provided, as well as suggestions for Helpers who will assume new roles as peer tutors and coaches. The seminars are structured to provide opportunities for the young people to acquire the practical knowledge and skills they will use, and also to share their experiences and reflect upon their own growth and learning.~ A looseleaf format permits the leader to change the order, to add or to omit pages, and to remove Student Handouts for duplicating.

0273

Law and policy affecting addicted women and their children hearing before the Select Committee on Children, Youth, and Families, House of Representatives, One Hundred First Congress, second session, hearing held in Washington, DC, May 17, 1990.

Washington D.C. : U.S. G.P.O. : For sale by the Supt. of Docs., Congressional Sales Office, U.S. G.P.O., 1990. Distributed to some depository libraries in microfiche. iv, 327 p. ; 24 cm. Includes bibliographical references. (NAL Call No.: DNAL KF27.5.C48 1990c). Abstract: This hearing examines Federal and state policies designed to address the urgency of prenatal substance abuse. Testimony at the hearing discussed the current difficult circumstances that substance abuse programs and other programs designed to assist drug exposed children and their mothers are experiencing. Topics include: the inability of current programs to provide services to pregnant, substance abusing women; the current trend to punish women for child abuse if they used drugs during pregnancy; and components of model care providing programs. A survey of state legislation pertaining to drug use during pregnancy and a summary of criminal prosecutions against pregnant women are provided.

0274

Leadership development a handbook from the Youth Action Program of the East Harlem Block Schools /written by Dorothy Stoneman ; assisted by John Bell ; cartoon illustrations by Ann Messecar.

Stoneman, Dorothy. New York, NY : Youth Action Program, 1988. 179 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.S82). Abstract: This book, based on the Youth Action Program of East Harlem Block Schools, is a guide for adults working with adolescents and young adults. The guide specifically addresses leadership development in youth at risk. The first section is a historical review of the Youth Action Program, followed by a discussion of the basic concepts behind leadership development. Next, the author devotes a chapter to each of the following seven elements of leadership development: overcoming the effects of

oppression, nurturance building leadership concepts and skills, experiencing success, educating on world issues, overcoming academic and personal problems, and creating an impact.

0275

Learning to say Y.E.S.

Vincell, V.T. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 12-13. (NAL Call No.: DNAL 1 EX892EX).

Youth Experiencing Success (Y.E.S.) is a 4-H curriculum founded on the premise that young people must be empowered to say yes to a constructive lifestyle if they are to successfully say no to risk-taking behavior. Y.E.S. facilitates a positive transition into adulthood through exploration of the following critical life skill areas: developing a positive self-concept, improving communication skills, building problem solving skills, coping with conflict, managing stress, coping with separation and loss, and building strong interpersonal relationships.

0276

Learning together and alone cooperative, competitive, and individualistic learning /David W. Johnson, Roger T. Johnson.

Johnson, David W., 1940-. ; Johnson, Roger T., 1938-. Englewood Cliffs, N.J. : Prentice-Hall, c1987. Includes index. xiii, 193 p. : ill. ; 24 cm. Bibliography: p. 185-188. (NAL Call No.: DLC LB1032 .J595 1987DLC LB1032.J595 1987).

Abstract: Designed to improve the classroom learning environment, this book examines how cooperation can facilitate learning and ways to bring cooperation into the classroom. Competition is not out of place in the classroom, the author points out, just inappropriate competition. Of particular importance are the chapters on cooperative, competitive, and individualistic goal structures; selecting goal structures, implementing goal structures; and acquisition of appropriate skills. This has practical applications for all learning situations whether in the classroom or in some other environment.

0277

Let's go ice fishing /Ronald A. Howard, Jr. and H. David Greene.

Howard, Ronald A. ; Greene, H. David. Ithaca, N.Y. : Cornell University, 1985. Cover title. ~ "A Cornell Cooperative Extension Publication." ~ "4-H Leaders' Guide L-5-15." 20 p. : ill. ; 28 cm. (NAL Call No.: DNAL SH455.45.H6).

Abstract: The purpose of this 4-H leader's guide is to provide the background information necessary to teach youth about ice fishing. The objectives of the project are to help youth to 1) develop safety consciousness in ice fishing, 2) develop ice fishing skills, 3) appreciate and use wisely fishery resources, and 4) enjoy a

quality recreational experience.

0278

Lies, damned lies, and dropout statistics.

Manno, B.V. ; Winters, K. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Jan 1990. v. 12 (1). p. 14-21. (NAL Call No.: DNAL HV471.Y68).

This article provides a summary and discussion of the first report to Congress and the President on dropout rates in the United States. Statistics such as average dropout and retention rates, change in dropout status by sociodemographic and geographic characteristics, and cohort dropout rates are provided. Discussion points include: the need for society to make expectations much more explicit regarding what level of schooling is minimally acceptable for all Americans, and that society must make sure that our schools are worth staying in and completing graduation.

0279

Life skills personal and home management /Connie Sasse ... et al. .

; Sasse, Connie R. Mission Hills, Calif. : Glencoe Pub. Co., Bennett & McKnight Division, c1987. Includes index. 464 p. : ill. (some col.) ; 27 cm. + teacher resource guide + student workbook. (NAL Call No.: DNAL HQ2039.U6L54).

Abstract: This comprehensive textbook for teaching life skills and management covers a wide range of topics including adolescent growth and development, banking and credit basics, career selection, smart shopping, responsibilities of parenthood, housing decision, stress reduction, and nutrition know how. Group and individual activities, vocabulary lists are included in the chapters. The three volume set includes a text, student and teacher workbook.

0280

The little boy book a guide to the first eight years /Sheila Moore and Roon Frost.

Moore, Sheila. ; Frost, Roon. New York, N.Y. : Clarkson N. Potter : Distributed by Crown, c1986. Includes index. xvi, 267 p. : ill. ; 24 cm. Bibliography: p. 257-262. (NAL Call No.: DNAL HQ775.M7 1986).

Abstract: This book is a comprehensive child-care guide which describes the ways boys differ from girls and provides information that will help mothers and fathers raise a son from infancy through the early years of school. Topics include: why boys mature more slowly than boys, how male aggressiveness is rooted in biology, discipline, preschool education, and dealing with gifted or learning disabled boys. This book offers information on the developmental needs of boys and guidance on the issues important to a young boy's life.

0281

Living on your own guide / prepared by MaryAnn Paynter, Joseph L. Wysocki and Mary Harris .

Paynter, Mary Ann. ; Wysocki, Joseph L.~Harris, Mary. Urbana, Ill. : University of Illinois at Urbana-Champaign, College of Agriculture, Cooperative Extension Service, 1987 . Cover title.~ April 1987.~ "LD0310.". 38 p. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ2037.P3). Abstract: The living on your own project booklet presents ways to manage resources effectively and to make consumer decisions. It is aimed at young adults who are or will be leaving the home environment to live on their own. Topics include planning future goals, financial planning and money management, shopping skills, living quarters and self assessment of decisions.

0282

Loneliness, coping strategies and cognitive styles of the gifted rural adolescent.

Woodward, J.C. ; Kalyan-Masih, V. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 977-988. Includes references. (NAL Call No.: DNAL HQ793.A44). Loneliness, coping, and cognitive styles of 52 gifted adolescents from rural Nebraska were investigated via Woodward Loneliness and Kalyan-Masih Coping Inventories and Witkin's Group Embedded Figures Test. Fifty-one percent of the adolescents had a mean loneliness score above 2.60, which is the third highest among the 16 Nebraska groups studied. They were most lonely when rejected, alienated, isolated, and not in control of a situation. Most frequently, their coping strategies were: engaging in individual pursuits, extending social contacts, using cognitive reframing, and keeping busy. Less frequently, their strategies were: engaging in religious activities, seeking adult help, and using negative escape routes. The gifted adolescents were divided into field independent (FI) and field dependent (FD) according to their cognitive style. Some differences were noted. The FI adolescents were more lonely in a crowd, but the FD adolescents were more lonely when not with others. The FI adolescents engaged in individual pursuits and cognitive reframing, and the FD adolescents resorted to religious and physical activities or professional help as coping strategies. The FI adolescents showed more autonomy and self-reliance, while the FD adolescents relied more on external sources of support when coping with loneliness. Implications for counseling in home and school are discussed.

0283

Long-term outcomes of adolescent sibling bereavement.

Davies, B. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Jan 1991. v. 6 (1). p. 83-96. Includes references. (NAL Call No.: DNAL

HQ793.J68).

The experience of sibling bereavement is relatively unexamined in the literature; the long-term effects of such an experience have received even less attention. In this study, grounded theory techniques for the analysis of qualitative data were used to analyze a series of intensive, semistructured interviews with 12 adults who, in their early adolescence, lost a sibling. Long-term outcomes included psychological growth, a sense of feeling different, and withdrawal from peers. The study presents a theoretic scheme relating these outcomes. The sense of personal growth and maturity arouses feelings of being different from peers, and may result in an intolerance of the developmentally appropriate behaviors demonstrated by peers. Some siblings respond to these feelings by withdrawing from their peers at a time when peer relationships are critical to completing developmental tasks. For such siblings, feelings of sadness and loneliness become long-term.

0284

A longitudinal analysis of body image as a predictor of the onset and persistence of adolescent girls' depression.

Rierdan, J. ; Koff, E.~Stubbs, M.L. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1989. v. 9 (4). p. 454-466. Includes references. (NAL Call No.: DNAL HQ796.J62). The importance of body image in early adolescent girls' depression was evaluated in a longitudinal study. Depression scores of over 500 girls were assessed twice, in the fall (T1) and spring (T2) of a school year, and four subject groups were identified. Persistent Depressed (depressed at T1 and T2); Remitting Depressed (depressed at T1, nondepressed at T2); Onset Depressed (nondepressed at T1, depressed at T2); and Stable Nondepressed (nondepressed at T1 and T2). Discriminant analyses indicated that body image at T1 was more important to the prediction of persistence of depression (i.e., to the discrimination of Persistent Depressed from Remitting Depressed girls) than to the prediction of onset of depression (i.e., to the discrimination of Onset Depressed from Stable Nondepressed girls). Results therefore clarify the relationship between body image and depression and demonstrate the heuristic value of discriminating questions of onset and persistence of adolescent girls' depression.

0285

A look at the futureCharles Britt.

Britt, Charles R. 1923-. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual Conference."~ Title on program book: Kids today-- a look at the future.~ "414-T24.". 1 sound cassette (ca. 90

min.). (NAL Call No.: DNAL Audiocassette no.170).

Abstract: Charles Britt is a frequent participant in 4-H conferences in Alabama. He serves as a member of the Teen-To-Teen Advisory Council with the Alabama Cooperative Extension Service. His humor and experience with young people will help you in understanding your 4-H members. He is a United Methodist minister with a Master of Divinity degree from Vanderbilt University and a Master of Arts in Anthropology from Scarritt College.

0286

Love sick produced by the YWCA of the U.S.A. National Board and staff for the Program Services Division.

New York, N.Y. : The Board, c1989. VHS.~ Title on cassette title: Lovesick.~

Produced at the YWCA of the U.S.A. Leadership Development Center, Phoenix, AZ.~ Videotaped on location at South Mountain High School, Phoenix, AZ. 1 videocassette (15 min.) : sd., col. : 1/2 in. + 1 discussion guide. (NAL Call No.: DNAL Videocassette no.717).

Abstract: This YWCA video program listens to boys discuss the feelings and perceptions they have about friendships, crushes, and love and should stimulate lively discussion. The goal is to stimulate the audience --- teens, parents, adults working with teens --- to discuss the process of adolescent relationship building. There is a companion video, "Crush" which discusses feelings of girls.

0287

Making the grade: sponsoring town meetings in communities across America.

Washington, D.C. : Youth Policy Institute Inc. Youth policy. Sept/Oct 1989. v. 11 (7). p. 4-13. (NAL Call No.: DNAL HV471.Y68).

Making the Grade is a national and local level project designed to raise public awareness and stimulate collaborative action on behalf of American's youth. It is sponsored by the National Collaboration for Youth, a consortium of 15 major national youth-serving organizations. The National Report Card included six areas: functional illiteracy, juvenile crime, school dropouts, substance abuse, teenage pregnancy, and youth unemployment. This article provides the following information for each area: national grade, the current reality, why it is a critical problem, and the implications for the year 2000 and beyond.

0288

The many faces of correlates of depressive symptoms in adolescents.

Reinherz, H.Z. ; Frost, A.K.~Stewart-Berghauer, G.~Pakiz, B.~Kennedy, K.~Schille, C. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1990. v. 10 (4). p. 455-471. Includes references. (NAL Call No.: DNAL HQ796.U62).

0289

Mastery versus ability appraisal: a developmental study of children's observations of peers' work.

CHDEAW. Butler, R. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1350-1361. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study was designed to test the hypothesis that there is an age-related shift from mastery enhancement to relative ability assessment in the goal of social comparison. Children at ages 5, 7, and 10 made pictures with stickers under conditions of high or low concern with relative performance (competition/no competition) and high or low procedural ambiguity (free design/copying a drawing). The effects of the manipulations on frequency of glancing at the experimenter and the drawing were similar at all ages; competition enhanced glancing at peers, however, only at ages 7 and 10. The hypothesized shift in the function of social comparison was further supported by age differences in children's explanations for glancing at peers and by the pattern of intercorrelations between glances at the 3 targets and between glances and picture quality. The results indicate how mastery-based comparisons can promote mastery and performance and illustrate some costs older children may pay for their tendency to observe others primarily to assess relative ability.

0290

Maternal socialization of children's eating habits: strategies used by obese Mexican-American mothers.

CHDEAW. Olivera-Ezzell, N. ; Power, T.G.~Cousins, J.H. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 395-400. Includes references. (NAL Call No.: DNAL RJ1.C3).

Mexican-Americans are more likely to be obese than the general population, yet little research has been conducted on the socialization of eating habits in Mexican-American children. 38 obese mothers enrolled in a weight-loss program and their 4-8-year-old children were observed during mealtime and the mothers interviewed about their socialization practices. Mothers relied primarily on nondirective verbal control strategies during the observation. Child compliance was more likely to follow a maternal serving or command than a nondirective behavior. Mothers encouraged sons to eat more than did mothers of girls. Child age was negatively correlated with mother's use of commands, reasoning, threats, and bribes, and positively correlated with maternal nondirectives, servings, and child compliance. Mothers with more years of formal education served healthier foods and were more likely to report using reasoning strategies, prohibiting consumption of unhealthy food, monitoring child food consumption away from home, and allowing child input into the eating situation than were less

educated mothers.

0291

Measuring self-esteem.

Risdon, P. ; Swain, E. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Summer/Fall 1989. v. 60 (2/3). p. 20-21. ill. (NAL Call No.: DNAL 1 EX892EX). The Virginia 4-H program conducted a study to assess the relationship between youth's interest in 4-H and the development of their self-esteem. The study sample consisted of 223 4-H members randomly selected from six county programs across Virginia. The 4-H Interest Inventory included 25 statements. The responses were scored on a scale from 0 (very low interest and self-esteem) to 25 (very high interest and self-esteem). High interest and high self-esteem were the overall response. The survey mean was 20.35, with a standard deviation of 3.22. Findings indicated that 4-H does help youth develop positive self-esteem.

0292

MegaSkills how families can help children succeed in school and beyond /Dorothy Rich ; foreword by Bill Bradley.

Rich, Dorothy. Boston : Houghton Mifflin Co., 1988. Includes index. xv, 351 p. ; 22 cm. Bibliography: p. 314-321. (NAL Call No.: DNAL HQ792.U5R5). Abstract: This book explores the different ways in which families can help in the overall success of children in schools and beyond. The author argues that educational results deserved by children cannot be achieved without the involvement of the family. Rich outlines different activities that can be undertaken together by parents and children to achieve the following ten MegaSkills: confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving. Some of the topics covered in the book include the teaching of MegaSkills at home, the MegaSkills support network, creativity, and the secrets of MegaSkills. A bibliography is included.

0293

Middle childhood 4-H child development project /Connie M. Francis.

Francis, Connie M. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1990. 22 p. : ill. (some col.) ; 28 cm. (NAL Call No.: NBU S533 F66 N42 no.326). This unit of the 4-H Child Development project is designed to give the 4-H'er experience in working with and observing the child in middle childhood, from 6 to 8 years of age.

0294

Minnesota student survey report 1989.

St. Paul, MN : Minnesota Dept. of Education, Learner Support Systems, c1989. "August, 1989.". 36 p. : ill. ; 28 cm. Bibliography: p. 35. (NAL Call No.: DNAL LB3605.M5). Abstract: This report provides data and

discussion generated by survey of 91,197 Minnesota public school students in grades 6, 9, and 12 from 390 school districts. General topics cover student and family characteristics, sources of happiness and worry, adolescent problems, alcohol and other drug use, and risk factors related to use. Adolescent problem section includes school performance, perceptions of caring, self-esteem, emotional and general health, antisocial behaviors, suicidal behavior and sexual behavior. Summary and recommendations targeted to parents, schools and broader community.

0295

Mothers' implicit theories of discipline: child effects, parent effects, and the attribution process.

CHDEAW. Dix, T. ; Ruble, D.N.~Zambarano, R.J. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1373-1391. Includes references. (NAL Call No.: DNAL RJ1.C3). The present research examined mothers' implicit theories of discipline. Using a social-cognitive model, it assessed whether attributions about children's competence and responsibility for misconduct mediate the effects that parenting attitudes (parent effects) and children's ages and behaviors (child effects) have on mothers' discipline preferences. In 2 studies, mothers of 4-12-year-old children read descriptions of negative behavior performed by their own and others' children, made inferences about children's competence and responsibility for each negative act, and rated how they would respond along dimensions related to induction and power assertion. As predicted, evaluations of power-assertive parenting became more favorable, and ratings of induction became less favorable, the more mothers inferred that children understood the rules they had violated, had the capability to act more appropriately, and were responsible for their negative behavior. Findings, furthermore, supported the hypothesis that these attributions of competence mediate variations in mothers' discipline preferences across children's ages, children's behaviors, and mothers' child-rearing ideologies. Mothers appear to gauge children's readiness for socialization pressure and children's responsibility for misconduct by comparing the competencies required to avoid specific negative acts with the competencies possessed by their children.

0296

Moving forward, thinking ahead a 4-H safety training manual for all-terrain vehicles / by Rollin D. Schnieder.

Schnieder, Rollin D. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources, 1990? . Cover title. 24 p. : ill. ; 28 cm. (NAL Call No.: DNAL TL235.7.S36). Abstract: This booklet is a 4-H safety training manual for all-terrain vehicles. Six lessons discuss such

subjects as: the mechanical operation of ATVs; pre-ride checklist and inspection; trouble shooting and emergency procedures; hazards of the trail; clothing yourself properly; and testing your knowledge and skills. A diagram of an ATV driving course and a glossary of ATV terms are included.

0297

The National adolescent student health survey a report on the health of America's youth /American School Health Association, Association for the Advancement of Health Education, Society for Public Health Education, Inc.
Oakland, Calif. : Third Party Pub. Co., 1989. "A cooperative project of U.S. Department of Health and Human Services, Public Health Service, Office of Disease Prevention and Health Promotion; Centers for Disease Control; and, National Institute on Drug Abuse.". xvi, 178 p. : ill. ; 26 cm. Bibliography: p. 177-178. (NAL Call No.: DNAL RA564.5.N3).

Abstract: This book reports the results of the National Adolescent Student Health Survey. The survey suggests that more effective health education and promotion approaches directed at a number of risks to which this age group is particularly vulnerable are needed. Data concerning the health-related knowledge, behavior, and attitudes of America's youth in eight areas is presented: injury prevention; suicide; AIDS; sexually transmitted diseases; violence; tobacco, drug and alcohol use; nutrition; and consumer skills. Administered to 11,000 eighth and tenth grade students nationwide in the fall of 1987, this survey indicates that youth are at risk and that parents, schools, communities and the students themselves must work to improve youth's knowledge about lifestyle choices.

0298

National Association of Counties achievement award program 1988 winners for youth programs.

Washington, DC : National Association of Counties, 1988? . 1 v. (unpaged) ; 28 cm. (NAL Call No.: DNAL HV1431.N3 1988).
Abstract: This document contains the 40 entries that received a National Association of Counties (NACo) Award in the Youth Programs category for 1988. Each program analysis contains an abstract, problems and concerns, solutions, the county's role in the program, costs of the program, and results obtained. Program contacts are listed. Key subject terms are given for each program. Program topics include runaways, latchkey children, dropouts, substance abuse, leadership, juvenile justice, teen pregnancy and parenting, child abuse, self esteem, childcare, handicapped youth, and peer pressure.

0299

National Association of Counties achievement award program 1989 winners for youth programs.

Washington, DC : National Association of Counties, 1989? . 1 v. (unpaged) ; 28 cm. (NAL Call No.: DNAL HV1431.N3 1989).

Abstract: This document contains the 48 entries that received a National Association of Counties (NACo) Award in the Youth Programs category for 1989. Each program analysis contains an abstract, problems and concerns, solutions, the county's role in the program, costs of the programs, and results obtained. Program contacts are listed. Key subject terms are given for each program. Program topics include: dropouts, employment, environmental education, gang alternatives and prevention, latchkey, solid waste, suicide prevention, and many other programs relating to current issues affecting youth.

0300

National report card on youth Don Nelson.

Nelson, Don L. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual Conference."~ Title on program book: Making the grades a report card on American youth.~ "414-T6.". 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.173).

Abstract: Making The Grade, an innovative, joint project of the National Collaboration for Youth and the Roosevelt Center for American Policy Studies, is designed to raise public awareness and stimulate action on behalf of youth at local, state, and national levels. Making The Grade seeks to: 1) educate the public about the critical problems affecting a significant number of America's young people and 2) provide opportunities for citizens to come together at the community level to find collaborative solutions to those problems. A unique focus of this project is its emphasis on the interrelated nature of six rising trends that threaten to foreclose the future of at-risk youth: functional illiteracy, juvenile crime, school dropouts, substance abuse, teen pregnancy, and youth unemployment.

0301

No contest the case against competition /Alfie Kohn.

Kohn, Alfie. Boston : Houghton Mifflin, 1986. Includes index. viii, 257 p. ; 24 cm. Bibliography: p. 229-246. (NAL Call No.: DNAL HM291.K63).

Abstract: This book examines the role of competition in our society and what it does to us and our lives. Topics include: is competition inevitable? is competition more productive? is competition more enjoyable? does competition build character? the interpersonal considerations of competition; the logic of playing dirty; women and competition; and beyond competition.

0302

No place to call home discarded children in America : a report together with additional and dissenting views of the Select Committee on Children, Youth, and Families, U.S. House of Representatives,

One Hundred First Congress, first session.

Washington, D.C. : U.S. G.P.O. : For sale by the Supt. of Docs., U.S. G.P.O., 1989. At head of title: Committee print. 101st Congress, 1st session, House of Representatives.~ Distributed to some depository libraries in microfiche.~ "November 1989.". vii, 227 p. : ill. ; 24 cm. Includes bibliographical references (p. 127-149). (NAL Call No.: DNAL HV1441.N6). Abstract: This publication reports the conclusions of a series of hearing concerning support and services for children in troubled families. The Congress has made a commitment to guarantee support in the form of out of home placement when necessary and reunification with their families when possible. This report sought to answer several questions including: are there fewer unnecessary placements of children out of their homes than previously occurred? When children must be placed, are there more effective permanent placements than there were ten years ago? Are children receiving quality services when they are entrusted to the child welfare system? Several failings of the system are revealed while some promising policies, innovative strategies, and effective programs were found.

0303

A North Carolina youth participation program: Teens Reaching Youth (TRY).

Groff, J.M. Tucson, Ariz. : Associates for Youth Development. New designs for youth development. Fall 1989. v. 9 (4). p. 27-28. (NAL Call No.: DNAL HQ793.N48).

In an effort to retain teens in 4-H programs, the North Carolina Teens Reaching Youth Program evolved. Teens Reaching Youth (TRY) was the strategy developed to reach youth; its objectives are to develop skills at three levels: 1) teens teaching younger youth, 2) teens writing lesson plans and testing, and 3) teens teaching peers how to teach. This article discusses the design elements in developing TRY and how it works.

0304

An observational study of affective and assertive family interactions during adolescence.

JYADA6. Papini, D.R. ; Datan, N.~McCluskey-Fawcett, K.A. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Dec 1988. v. 17 (6). p. 477-492. Includes references. (NAL Call No.: DNAL HQ796.J69).

The purpose of this study was to describe the role of affective and assertive interactions in familial adaptation to adolescent pubertal development. Twenty-five family triads consisting of the adolescent and parents were asked to engage in an Unrevealed Differences task. This interaction was audiotaped, and statements were coded as affective or assertive using a modified version of Bales's (1970)

Personality and Interpersonal Behavior, Holt, Rhinehart and Winston, Inc., New York) Interaction Process Analysis. Family relationships appear redefined during transpuberty, a time when physical changes associated with the onset of puberty are at a peak. This redefinition of transpubertal family relations is characterized by a decline in the use of affective statements coupled with an increase in the use of assertive statements relative to prepubertal and postpubertal families. Differences in mother-adolescent and father-adolescent interactions also are discussed.

0305

Occult participation: its impact on adolescent development.

Tennant-Clark, C.M. ; Fritz, J.U.~Beauvais, F. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 757-772. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study investigated the relationships between occult participation, substance abuse, and level of self-esteem in adolescents. Data were collected from 50 adolescents who ranged in age from 12 to 19 years and who spoke English as their primary language. The combined group of adolescents consisted of 25 clinical and 25 nonclinical youth. Participants completed a three-part questionnaire package which included Rosenberg's Self-Esteem Scale, the Adolescent Magic Questionnaire, and the Drug and Alcohol Assessment Scale. Results indicated that adolescent substance abuse and occult participation were significantly related. High and low occult participation groups were determined, and significant differences were found between the high versus low occult groups when compared on the primary variables of self-esteem and substance abuse. Significant differences were also noted when comparing the high versus low occult groups with various psychosocial developmental variables. Included is a discussion of the impact of occult participation on the psychosocial elements of adolescent self-esteem, self-concept, tolerance for deviance, and religious involvement.

0306

On teen pregnancy preventiona report from the Secretary's Panel.

Rockville, Md. : U.S. Dept. of Health and Human Services, Family Support Administration, SHARE Resource Center on Teen Pregnancy Prevention, 1989. "January 1989."~ "Secretary's Panel on Teen Pregnancy Prevention ..."--P. v. vi, 37 p. : 26 cm. (NAL Call No.: DNAL HQ759.4.U5).

Abstract: This report describes the work of the Secretary's Panel on Teen Pregnancy Prevention as part of the Teen Pregnancy Prevention Initiative. The task of the Panel was to assist in bringing these initiatives into the communities. The first section describes the panel and the selection process. The

second chapter examines how the Panel members developed the strategies for implementation of the initiatives. Following this is a discussion of the pilot site selection. The final chapter summarizes the activities of the Panel.

0307

On their own the needs of youth in transition : final report /by: Linda Wood ; with the assistance of: Alison E. Herring, Rosaline Hunt.

Wood, Linda. Elizabeth, N.J. : Association for Advancement of the Mentally Handicapped, 1987 . 50, 91 p. : ill. ; 28 cm. Includes bibliographical references (p. 83-91). (NAL Call No.: DNAL HV888.5.W6).

Abstract: This report describes the results of a study addressing the needs of youth adults in transition. This group consists primarily of youth with emotional, behavioral, or physical problems which impair their transition into adulthood. The first chapter is an introduction to the issue of youth in transition. The next chapter describes the study design which included a case study review and community input. Following this is a profile, compiled from the data, of youth adults in transition. The next two chapters examine case planning and community input. Critical needs identified by the counties included affordable housing, quality training programs for employment, and coordination between existing services. Target populations and barriers to service are also addressed. The final two chapters provide new approaches and recommendations to consider when assisting youth in transition.

0308

One-to-one: out of the past, into the future.

Robbins, T. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Fourth of a series: Youth at Risk. Nov/Dec 1989. v. 11 (9). p. 4-8. ill. (NAL Call No.: DNAL HV471.Y68). This article provides a comprehensive look at the past and future of the Big Brother/Big Sisters of America organization. Local community programs are described. The programs that address youth at risk issues from a youth development point of view are highlighted.

0309

The onset of suicidal ideation in childhood and adolescence.

JYADA6. Bolger, N. ; Downey, G.~Walker, E.~Steininger, P. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Paper presented at the "81st Annual Meeting of the American Sociological Association," August 30-September 3, 1986, New York, New York. Apr 1989. v. 18 (2). p. 175-190. Includes references. (NAL Call No.: DNAL HQ796.J69).

Event history analysis is used to address questions about the timing of first suicidal ideation during preadolescence and adolescence. Are

suicidal thoughts atypical during development? Does the age trajectory of suicidal thoughts parallel that of suicidal actions? Do factors that moderate the risk of suicidal actions also moderate the risk of suicidal thoughts, and does their influence vary by developmental stage? Based on life history data from 364 college students, results indicate that suicidal thoughts in childhood are typical and that the risk of such thoughts begins to increase by age nine. Risk rates are affected by demographic factors (gender, race) and by the experience of parental absence. However, the influence of these factors depends on developmental stage, with whites being at increased risk only during adolescence, and parental absence having its strongest effect during preadolescence. In sum, this study suggests that many children and adolescents contemplate suicide, that the risk of doing so begins to increase at an early age, and that clear similarities exist between those groups at heightened risk for suicidal thought and those at heightened risk for suicidal action. Moreover, this study illustrates the power of employing an analytic technique suitable for modeling transitions. Finally, it highlights the need to model differential influences on suicidal ideation at different stages in development.

0310

An outcome evaluation of refusal skills program as a drug abuse prevention strategy.

Kim, S. ; McLeod, J.H.~Shantzis, C. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (4). p. 363-371. Includes references. (NAL Call No.: DNAL HV5808.J68).

In recent years successful strategies developed in the antismoking campaign became the basis for widely publicized and federally endorsed antidrug "Just Say No" programs. Similarly, many refusal skills programs have been introduced as a new strategy in adolescent drug abuse prevention. However, none of these programs have been evaluated. While employing a typical refusal skills program entitled "WHOA! A Great Way To Say NO," the effectiveness of the program was examined. Through this outcome evaluation, it has been learned that the program was not able to impact on the "high-risk" attitudinal syndromes that are closely related to student drug involvement. Unexpectedly, a significantly larger proportion of students in the program felt it was more difficult to say "No" at the time of the posttest than during the time of the pretest. This seems to suggest that the program participants became more attentive to the issues surrounding saying "No" or, perhaps, were more sensitized to the whole issue involving saying "No," thereby making it more difficult for them to say "No" during the posttest period.

0311

Outcome of a unique youth drug abuse program: a follow-up study of clients of Straight, Inc.

JSATEG. Friedman, A.S. ; Schwartz, R.-Utada, A. New York, N.Y. : Pergamon Press. Journal of substance abuse treatment. 1989. v. 6 (4). p. 259-268. Includes references. (NAL Call No.: DNAL A00099).

A unique feature of the 12-hour per day Straight, Inc., program is temporary placement of the client with the family of a client who has progressed further in the program. Eighty-five (85) percent of the clients reported that their drug use was less at follow-up than when they started in the program. Follow-up reports by parents indicated their impression of a statistically significant decrease in the proportion of clients who were still involved in substance use. Statistically significant improvement at follow-up was also reported by the clients on seven of eight other selected outcome criteria (e.g., suicidal thoughts, physical violence, number of arrests, etc.). The majority of the clients reported that they were "satisfied" with the program (70%), that the program helped them (74%), and, specifically, that the program helped them with their relationship with their parents (69%).

0312

An outpatient treatment alternative for suicidal youth.

Gutstein, S.E. ; Rudd, M.D. London : Academic Press. Journal of adolescence. Sept 1990. v. 13 (3). p. 265-277. Includes references. (NAL Call No.: DNAL RU499.A1U57).

The present study demonstrates the safety and effectiveness of an outpatient treatment program for suicidal children and adolescents. Pre- and post-treatment measures of patient behavior and family functioning are presented for 47 adolescents and latency-aged children who received treatment from the Systemic Crisis Intervention Program at the Houston Child Guidance Center. Follow-up was conducted at three and six months and at a point between 12-18 months. All measures indicated significant long-term improvement. Data concerning post-institutional use and suicidal behavior are also presented.

0313

PACT--perspective on teen sexuality.

Kappel, T. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 43. ill. (NAL Call No.: DNAL 1 EX892EX). Montana State University has developed a program to reduce the rate of teenage pregnancies called "Parents and Adolescents Can Talk (PACT)". The PACT program focuses on improving communications between parents and their adolescent children. It also tries to increase families' knowledge of human sexuality. Designed for 5th through 12th graders and their parents, the program

includes a series of workshops and home activities on assertiveness, self-esteem, decisionmaking, and sexuality issues. More than 25 Montana communities have implemented PACT programs. An evaluation of PACT found a positive correlation between parents' knowledge of physiology and reproductive health and a lower incidence of intimate sexual behavior among their adolescent children.

0314

Parent-adolescent communication, family functioning, and school performance.

Masselam, V.S. ; Marcus, R.F.-Stunkard, C.L. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 725-737. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper presents the results of a test of theoretical postulates proposed by Olson, Russell, and Sprenkle (1983) using a matched set of adolescents and their parents. One set of families (n = 40) consisted of adolescents who had been unsuccessful in public school and were attending alternative schools, while the other (n = 52) was a matched group of public school adolescents and their families. Results showed predicted differences in the direction of greater balanced functioning (i.e., optimal cohesion and adaptability) and more positive communication in the public school families. Public school families also perceived greater congruence between perceived and ideal family functioning. Congruence and differences between adolescent and parent perceptions, the importance of positive communication for optimal functioning, and implications for family treatment are discussed.

0315

Parent-child conservation of more-liked and less-liked children.

JGPYAI. Austin, A.M.B. ; Lindauer, S.L.K. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Mar 1990. v. 151 (1). p. 5-23. Includes references. (NAL Call No.: DNAL BF713.U68).

Four more-liked boys and four less-liked boys selected from results of Peery sociometric test, were videotaped as they interacted separately, in semi-structured activities, with their mother and father, the mother and father of a more-liked boy, and the mother and father of a less-liked boy. Parents of rejected or less-liked boys were more controlling, intrusive, directive, and less sensitive regardless, of whether they were playing with their own child or another child. Parents of popular or more-liked children, initiated interactions but were not controlling, and they gave more praise to children who were not their own. Popular or more-liked children seemed more sensitive to situational factors that occurred during interactions with parents who were not their own and were better able to adjust their behavior to the expectations of the situation.

0316

Parent-child interaction in transition /edited by George Kurian.

; Kurian, George. New York : Greenwood Press, 1986. Includes index. viii, 408 p. : ill. ; 25 cm. Bibliography: p. 395 -400. (NAL Call No.: DNAL HQ783.P3).

Abstract: This book is an international collection of papers on various aspects of parent-child interaction. Most of the papers address socialization of children and many are cross cultural studies. Topics addressed include: research methods, discipline, leisure time activities, decision-making roles, effects of divorce, drinking habits, and child abuse.

0317

Parent express.

Berkeley, Calif. : Cooperative Extension, University of California, 1982-1988. Cover title.~ "A month-by-month newsletter for you and your baby."~ "A series of booklets for parents of infants and toddlers." 27 v. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ774.P3).

Abstract: This series of parenting booklets is designed for teenage and low income parents. The first three booklets discuss preparation for a new baby and the first few weeks of the newborn's life. The following issues describe how a baby grows and develops from newborn to three years of age on a month-by-month basis. The newsletters also contain practical tips for the parents to use in restructuring their lives and give lists of resources. Originally intended to include 15 booklets, it grew to 27.

0318

Parental and nonparental child care and children's socioemotional development: a decade in review.

JMFAA6. Belsky, J. Minneapolis, Minn. : National Council on Family Relations. Journal of marriage and the family. Literature review. Nov 1990. v. 52 (4). p. 885-903. Includes references. (NAL Call No.: DNAL HQ1.J86).

Three aspects of the burgeoning literature on parental and nonparental child care pertaining to socioemotional development during the infancy, preschool, and school-age years are reviewed. The first section deals with the determinants of parenting and considers factors and processes that influence parental behavior and parent-child interaction-specifically, child characteristics, parent characteristics, marital relations, and social support. Second, correlational research linking parent-child interaction and child development is examined, with the focus first upon emotional support, parental responsiveness, and attachment security during the first years of life, then upon the cooperation and compliance during the toddler and preschool years, and finally upon the interrelation of relationships, especially linkages

between parent-child and peer relationships. Finally, six waves of research on the effects of nonparental child care are outlined, along with directions for future research. A concluding section highlights points of convergence across these three areas of inquiry.

0319

Parental contexts of adolescent self-esteem: a developmental perspective.

JYADA6. Isberg, R.S. ; Hauser, S.T.~Jacobson, A.M.~Powers, S.I.~Noam, G.~Weiss-Perry, B.~Follansbee, D. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Feb 1989. v. 18 (1). p. 1-23. Includes references. (NAL Call No.: DNAL HQ796.J69).

Relationship between parental behaviors and adolescent self-esteem were analyzed in a group of 95 early adolescents from multiple settings. The study was designed to investigate hypotheses regarding associations between observed parental interactions (e.g., accepting and devaluing) and adolescent self-esteem. Parents' verbal interactions with their adolescents were assessed through application of the constraining and enabling coding system to transcribed family discussions, generated through a revealed differences procedure. Adolescent self-esteem was measured with the Coopersmith Self-Esteem Inventory. Parent interaction--self-esteem associations were examined in the pooled sample, as well as in specific sub-groups based on gender, health, and ego development (measured by the Washington University Sentence Completion Test). Boys had more numerous associations between their self-esteem and parental interactions than girls, and psychiatrically ill boys had particularly high associations. Parental interactions were found to be most strongly related to adolescent self-esteem for adolescents at the lowest levels of ego development. Our findings are consistent with the view that increasing individuation in self-esteem regulation occurs during adolescent development, such that adolescents at higher levels of ego development evaluate themselves more independently of parental feedback than do their less mature peers.

0320

Parental responsibility of African-American unwed adolescent fathers.

Christmon, K. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 645-653. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study investigated factors related to adolescent fathers' willingness to take parental responsibility for their children. Data were collected on a convenience sample of 43 African-American unwed adolescent fathers. Demographic information was gathered, and self-image was measured

using the Offer Self-Image Questionnaire. An author-developed questionnaire measured father's parental responsibility, his own role expectations, and the perceived role expectations of his partner and parents. The findings indicated that father's parental responsibility was influenced by his own role expectations and self-image. The perceived role expectations of his partner and parents were not related to his willingness to take parental responsibility. This study helps adolescent care providers in various settings to become familiar with some of the issues related to teenage fathers, and assists them in determining appropriate interventions.

0321

Parenting attitudes of adolescent and older mothers.

Baranowski, M.D. ; Schilmoeller, G.L.-Higgins, B.S. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 781-790. Includes references. (NAL Call No.: DNAL HQ793.A44).

The parenting attitudes of adolescent and older mothers were assessed at 1 and 12 months postpartum to explore group differences and determine if these attitudes predicted quality of home environment and parenting behaviors at 12 months. Adolescent mothers scored significantly lower than did older mothers in empathy toward children's needs, but there were no significant group differences on three other parenting attitude constructs. There were no significant correlations between parenting attitudes at 1 month and parenting behaviors at 12 months for either group. For adolescent mothers at 12 months postpartum, the only attitude construct that was significantly related to concurrent quality of parenting was developmental expectations of the child. These and other findings are discussed in the context of current theory and intervention related to adolescent parenting.

0322

Parenting employed teenagers.

Manning, W.D. Newbury Park, Calif. : Sage Publications. Youth & society. Dec 1990. v. 22 (2). p. 184-200. Includes references. (NAL Call No.: DNAL HQ793.Y6).

As adolescents reach high school and college, the likelihood that they will obtain outside employment increases dramatically. The focus of this study is to determine the effects employment has on family relations, and parental monitoring and control of expenditures of adolescents' earned income.

0323

Parenting perceptions in rural and urban families: is there a difference?

JMFAA6. Coleman, M. ; Ganong, L.H.-Clark, J.M.-Madsen, R. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. May 1989. v. 51 (2). p. 329-335. Includes references. (NAL Call No.: DNAL

HQ1.J86).

Rural and urban parents' perceptions of parenting were examined on four dimensions of child development (physical, intellectual, social, and emotional) by using Q-sort methodology. Items identifying parent behaviors were rank-ordered from "most like me" to "least like me" by each parent. A repeated-measures analysis of variance was performed on the four dependent variables. Rural parents emphasized intellectual and emotional development significantly more than did urban parents, and emphasized social development significantly less than did urban parents. Fathers emphasized intellectual development significantly more and social development significantly less than did mothers. Mothers and fathers both emphasized intellectual development more for boys than girls.

0324

Participation is the key: a middle school jobs program.

Kayser, J. Clarksville, Md. : T.E.A.M. Associates, Inc. T.E.A.M. - The early adolescence magazine. Mar/Apr 1989. v. 3 (4). p. 2-12. ill. (NAL Call No.: DNAL HQ793.T43).

This is a formal Jobs Program conducted by the 8th grade at Harper's Choice Middle School in Columbia, MD. Students submit applications, write up a resume, and experience the interview process. Employers have included adult day centers, child day care centers, elementary schools, and special schools for the mentally and physically handicapped. Students are required to keep a log, which is reviewed by the employer on a weekly basis. Participants in the program say they learn independence, self-esteem, compassion, insight, and patience. The article includes samples of a Job Notice, Job Application, Weekly Log, and a Quarterly Evaluation.

0325

The Partners programa guide for teachers and program leaders.

New York, NY (33 W. 42nd St., New York, 10036) : Early Adolescent Helper Program, Center for Advanced Study in Education (CASE), The Graduate School and University Center of the City University of New York, c1987. Cover title. 1 v. (loose-leaf) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ784.A34P3).

Abstract: Partners focuses on the reciprocal relationship in intergenerational activities. Starting with a rationale for intergenerational programs, this guide outlines seminars for the older adults, to promote their understanding of early adolescence in the 1980's. Some shared seminars for the two age groups, and others with content designed to provide the young people with insights about aging and older adults help to give this program its unique character. Participants are encouraged to adapt or invent projects that will engage the interest and energy

of both groups; to assist them, several existing projects that might be replicated or adapted are described. This program is part of the Early Adolescent Helper Program.

0326

Patterns of social expectations among black and Mexican-American children.

CHDEAW. Rotheram-Borus, M.J. ; Phinney, J.S. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 542-556. Includes references. (NAL Call No.: DNAL RJ1.C3). In 2 studies, a total of 213 black and Mexican-American third- and sixth-grade children were asked to respond to 8 videotaped scenes of everyday social encounters with same-ethnic, unfamiliar peers at school. Mexican-American children reported expectations for sharing and relying on authority figures significantly more often, and apologizing, getting angry, and initiating action significantly less often than their black peers. Emotional responses decreased and socially desirable responses increased with grade for both groups. In addition, ethnic differences were greater at the sixth-grade than at the third-grade level for both groups. Girls apologized and sought help from teachers more often than boys, and social expectations varied by sex for each ethnic group. Individual children varied in the degree of similarity to their group, with some children giving responses highly typical of their group across all 8 scenes and others giving responses not typical of their group. High self-esteem was significantly correlated to being similar to one's own group.

0327

Peer education in sexuality and health /Ann Thompson Cook, Janet L. Sola, and Robin Pfeiffer.

Cook, Ann Thompson. ; Sola, Janet L.-Pfeiffer, Robin. New York : YWCA of the U.S.A., c1989. At head of title: Taking the lead with PACT.~ Running title: PACT manual. 106 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ57.C6). Abstract: This book is the manual for the PACT Program, a YWCA program that empowers teens, male and female, to make informed decisions about important areas of their lives--sexuality, reproduction, drug and alcohol use, sexually transmitted diseases, eating disorders, suicide, relationships, and other sensitive issues affecting personal health. The program's goal is to infuse accurate information and resources directly into the peer network. The PACT Program operates by: training teens in sexuality and health information and decision-making, communication, and facilitation skills; and providing structured, supervised opportunities for teens to share information with their peers, their parents, and other adults.

0328

Peer group influence as a factor in smoking behavior of adolescents.

Roosmalen, E.H. van. ; McDaniel, S.A. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 801-816. Includes references. (NAL Call No.: DNAL HQ793.A44). Adolescents, as the fastest growing group of smokers, have been a focus and concern of health educators and researchers. Adolescent smoking is of particular interest because initiation and early habits are known to have important implications for lifetime smoking or cessation. Despite the well-known centrality of the peer group in adolescent behavior, smoking cessation programs have been largely directed toward individuals rather than groups, with emphasis on encouraging the individual to say "no". In this paper, smoking behavior and peer group patterns among a sample of 1,689 Grade 8 students from southern Ontario were analyzed to ascertain possible patterns of indirect influence by friends and acquaintances. Gender differences also were assessed. It was found that peer groups are crucially important in the initiation of smoking among young adolescents, particularly females. The patterns of indirect peer influence on girls is such that girls are less likely to stop smoking once they have begun than are boys.

0329

Peer influences on adolescent drinking: a social transition perspective.

Stattin, H. ; Gustafson, S.B.-Magnusson, D. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Aug 1989. v. 9 (3, special issue). p. 227-246. Includes references. (NAL Call No.: DNAL HQ796.J62). This article describes a study which examined the influence of peers on adolescent alcohol consumption. The first hypothesis was that association with older peers, as opposed to younger peers, resulted in early initiation and advanced patterns of alcohol use. The second hypothesis was that young adolescents who associate with younger peers will have stronger beliefs against drinking. The subjects were a longitudinal sample followed from ages 14 to 26. Two questionnaires were administered during adolescence and one during early adulthood. Results are presented for the following five areas: peer contacts during midadolescence, peer network and drinking, peer evaluation and sanctions of drinking, peer network and later alcohol consumption, and peer network and problem drinking. The authors discuss the results at length and conclude that adolescent peer types did not relate to adult drinking frequency or alcohol abuse.

0330

Peer interactions and friendships in an ethnically diverse school setting.

CHDEAW. Howes, C. ; Wu, F. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 537-541. Includes references. (NAL Call No.: DNAL RJ1.C3).

Peer interaction, social status, and reciprocated friendships were examined in 2 ethnically diverse groups of children: 104 kindergartners and 106 third graders. There was no correlation between social status and ethnicity. Third-grade children formed more cross-ethnic friendships and engaged in more cross-ethnic positive peer interaction than kindergartners. Children with more cross-ethnic friendships and more cross-ethnic peer interaction were no different in social status than children with fewer cross-ethnic experiences.

0331

Peer-plus II an exploration of the self /contributing authors, Trynn Clark, Meg Griffin, Lisa Avrit; project coordinator, Dr. Leah Cox Hooper; editor, Janet R. Olsen; illustration and design, Marian Reiter.

Clark, Trynn. ; Griffin, Meg.-Avrit, Lisa.-Schauber-Kirk, Ann. E. Lansing, MI : Cooperative Extension Service, Michigan State University. 1987? . "2P-6C-11:87-MSU 4-H."~ Cover title: Peer-plus II, exploration in relationships, a program for teens.~ Developed by the Michigan 4-H Older Youth Developmental Committee from the first edition of Peer-plus by Ann Schauber-Kirk. 1 v. (various pagings) : ill. ; 24 x 35 cm. Includes bibliographical references (p. 20-23). (NAL Call No.: DNAL HQ796.C5). Abstract: Peer-Plus II is an adventure in learning positive relationships with self and others. It's for the person who wants to know more about his or her "self," wants to be a more effective communicator and wants to learn to listen, trust and develop control over his or her life situation. The self-awareness and interpersonal communications skills learned in this program enable participants to build more constructive relationships, resulting in satisfaction in the areas of family, community and career. The Peer-Plus II Notebook contains nine sections: Introduction, The Self & Others, Listening, Receiving & Sending Messages, Decision-Making, Trusting, Stress Management, Values and Contracts & Journals. Each section contains facilitator background information, lecturettes, concepts and learning exercises. This program is for growing, learning, laughing and sharing--it is for becoming.

0332

Peer status and aggression in boys' groups: developmental and contextual analyses.

CHDEAW. Dodge, K.A. ; Cole, J.D.-Pettit, G.S.-Price, J.M. Chicago, Ill. : University of Chicago Press. Child

development. Oct 1990. v. 61 (5). p. 1289-1309. Includes references. (NAL Call No.: DNAL RJ1.C3).

The social transactions of popular, rejected, neglected, and average first- and third- grade boys were examined during their initial encounters with peers. 23 groups of 5 or 6 boys each were observed for 45-min free-play sessions conducted on 5 consecutive days, with sociometric interviews following each session. Social preference in the play groups correlated significantly with classroom social preference after the third and subsequent play sessions for the third graders, and after the fourth and subsequent sessions for the first graders. The observational coding system distinguished 4 types of aggressive behavior that were hypothesized to relate to peer status in different ways. The first rough play, was not related to peer status. However, rejected boys at both ages displayed significantly higher rates of angry reactive aggression and instrumental aggression than average boys. The relation between bullying and peer status varied with the age of the child. Popular first graders engaged in more bullying than average first graders, but popular third graders did not differ from average in bullying. Other questions concerned the temporal relation between play group behaviors and social preference scores within the group. Socially interactive behaviors anteceded high preference by peers, and low preference in turn led to social isolation in subsequent sessions.

0333

Peers' perceptions of the consequences that victimized children provide aggressors.

CHDEAW. Perry, D.G. ; Williard, J.C.-Perry, L.C. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1310-1325. Includes references. (NAL Call No.: DNAL RJ1.C3). Fourth-through seventh-grade children (mean age 11.5 years) estimated the likelihood that various consequences would occur following hypothetical acts of aggression toward victimized and nonvictimized classmates. Children also indicated how much they would care if the consequences were to occur. When contemplating aggression toward victimized classmates, children were more likely to expect tangible rewards, more likely to expect signs of victim suffering, and less likely to expect retaliation than when considering aggression against nonvictimized classmates. Also, when considering aggression toward victimized classmates, children cared more about securing tangible rewards but were less disturbed by the thought of hurting their victims or by the thought of their victims retaliating than when imagining aggression toward nonvictimized classmates. The foregoing pattern was stronger for boys than for girls. Implications for theories of aggression and for intervention with aggressive and

victimized children are discussed.

0334

The perceived effects of drug messages on use patterns in adolescents.

Mayton, D.M. II. ; Nagel, E.A.-Parker, R. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (4). p. 305-318. Includes references. (NAL Call No.: DNAL HV5808.J68).

Following a survey of over 5,000 students in north central Idaho and southeast Washington, an interviewing strategy was implemented with 223 adolescents randomly selected by their principals. The strategy was designed to learn: 1) which sources have utility and credibility with youth in providing drug information; 2) whether different message content and delivery style have differential effects upon that group; and 3) whether widely held perceptions voiced by parents and teachers about their ineffectiveness as information sources were accurate. Double-blind interviews, arranged to protect respondent anonymity, were conducted by trained interviewers from a research methods class. No interview was held when either an interviewer or respondent knew the other. Among the important findings of the study were that: 1) parents and teachers are trusted, credible sources of drug information; 2) doctors, nurses, law officers, and clergy are also credible but not visible to youth; 3) the evil media and celebrity fears of parents and teachers are largely ungrounded in adolescent perception; and 4) factual information from credible sources emphasizing the range of types of negative consequences associated with drug use can exert powerful effects upon adolescents' reported personal use of drugs.

0335

Perceptions of sibling relationships during middle childhood and adolescence.

CHDEAW. Buhrmester, D. ; Furman, W. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1387-1398. Includes references. (NAL Call No.: DNAL RJ1.C3). Children in grades 3, 6, 9, and 12 were administered the Sibling Relationship Questionnaire. Relationships were rated as progressively more egalitarian across the 4 grade groups, with adolescents reporting less dominance and nurturance by their older siblings than younger participants. Adolescents also reported less companionship, intimacy, and affection with siblings than younger participants reported. Levels of perceived conflict with younger siblings were moderately high across all 4 grades, whereas ratings of conflict with older siblings were progressively lower across the 4 grades. The findings suggested that sibling relationships: (a) become more egalitarian and less asymmetrical with age, (b) become less intense with age, and (c) encompass experiences that are partially determined by the child's standing in the family constellation.

0336

Perspectives on adolescent drug use

/Bernard Segal, editor.

; Segal, Bernard. New York : Haworth Press, c1989. "Also published as Drugs & society, volume 3, numbers 1/2 1989"--T.p. verso. xii, 170 p. ; 23 cm. Includes bibliographies. (NAL Call No.: DNAL HV5824.Y68P48).

Abstract: This collection of papers on adolescent drug use discusses the values and attitudes expressed by youth toward drugs in order to achieve perspectives on adolescent drug use patterns and trends. Topics include: drugs and Native-American Youth; alcohol use among Latino adolescents; adolescent drug use and other problem behaviors; the effects of alcohol and tobacco advertising on adolescents; and drug prevention strategies.

0337

The Phi Delta Kappa study of students at risk.

Frymier, J. ; Gansneder, B. Bloomington, Ind. : The Journal. Phi Delta Kappan. Oct 1989. v. 71 (2). p. 142-146. Includes references. (NAL Call No.: DNAL LJ121.P4P4).

Phi Delta Kappa conducted a study of 22,018 students in 276 schools between October 10 and December 10, 1988. Kappa members and others from 87 Chapters used standardized methods of collecting data concerning 45 risk factors and 13 instructional strategies for elementary, middle and high schools. Teachers and counselors provided factual information on 100 typical students from each school. 25% to 35% of the students studied were found to be seriously at risk. These figures may be low due to lack of teacher knowledge concerning a student's out of school life. 60% of the teachers felt they would have little success in dealing with out of school at risk factors. 90% of the teachers felt dealing with substance abuse and similar student problems was the responsibility of parents, not teachers.

0338

Please understand me character & temperament types /David Keirse, Marilyn Bates.

Keirse, David. ; Bates, Marilyn M. Del Mar, Calif. : Prometheus Nemesis, 1984. 210 p. ; 21 cm. Bibliography: p. 209-210. (NAL Call No.: DNAL BF818.K4 1984).

Abstract: This book examines differences between human beings. The authors begin with an overview of differences between people and includes a self-test for the reader. Topics included in this discussion are extraversion versus introversion, sensation versus intuition, thinking versus feeling, and judging versus perceiving. The next chapter contains descriptions of the four temperaments of Hippocrates. Following this, the authors examine the role of temperament in male/female relationships. Last, temperament in children and how this influences parenting is presented. The appendix includes descriptions of the sixteen

types of people.

0339

Positive outcomes of adolescents' experience with grief.

Oltjenbruns, K.A. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Jan 1991. v. 6 (1). p. 43-53. Includes references. (NAL Call No.: DNAL HQ793.J68).

This study explored positive outcomes of adolescents' experiences of grief. Ninety-three late adolescents (mean age of 19.4 years) responded to the question: "What positive outcomes, if any, do you feel were the result of your grief experience(s)? Check all that apply." The most frequent responses were (a) have deeper appreciation of life (74%), (b) show greater caring for loved ones (67%), (c) strengthened emotional bonds with others (56%), and (d) developed emotional strength (53%). Only 4 of the 93 subjects responded "none" (1 subject) or left all of the choices blank (3 subjects). There were no significant differences found related to response by sex or ethnicity; however, individuals with an internal locus of control as compared to an external locus of control did respond more often that they had better communication skills as a result of their grief experience. Findings are discussed as they relate to grief education and suggestions for future research.

0340

The post-divorce family, legal practice, and the child's needs for stability.

Derdeyn, A.P. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. May/June 1989. v. 18 (3). p. 12-14. Includes references. (NAL Call No.: DNAL HV701.C51).

The author presents legal issues related to divorce that interfere with the child's rights and needs for stability and security. The first issue discussed is the modification of child custody decrees, where the author focuses on attempts to enhance stability and the continuing jurisdiction of the courts. The second issue presented is grandparent visitation. The third issue is protection of the custodial parent-child unit. The author concludes with a discussion of one possible solution to this problem.

0341

The power strategies of Japanese children in interpersonal conflict: effects of age, gender, and target.

JGPIAI. Ohbuchi, K. ; Yamamoto, I. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Sept 1990. v. 151 (3). p. 349-360. Includes references. (NAL Call No.: DNAL BF713.J68).

Japanese elementary school children are given 8 hypothetical situations and are asked to provide conflict-resolution solutions. Falbo and Peplau's 2-dimensional model of power strategy is used to evaluate the children's responses. Results show developmental

trends in strategic choices, with older children having the widest repertoire of strategies. Girls use more strategies than boys but there was no gender-related preferences for a particular study. Results show that choice of strategy was affected by he target: mother, father, boy or girl, and the relative power held by that person.

0342

Preadolescent peer status, aggression, and school adjustment as predictors of externalizing problems in adolescence.

CHDEAW. Kupersmidt, J.B. ; Cole, J.D. Chicago, Ill. : University of Chicago Press. Child development. Oct 1990. v. 61 (5). p. 1350-1362. Includes references. (NAL Call No.: DNAL RJ1.C3).

The comparative effectiveness of preadolescent aggressive behavior, peer rejection, and school functioning were evaluated in the prediction of adolescent delinquency and school maladjustment. Fifth-grade children (n = 112, 69% white, 53% male, M = 11 years old) were followed forward for 7 years until the end of high school. Rejected children were more likely to have a nonspecific negative outcome and more types of negative outcomes than average, popular, or neglected children, particularly among the white students. However, in regression models containing sex, race, aggression, frequent school absences, low grades, and rejection, the only significant predictor of juvenile delinquency or of a nonspecific negative outcome was aggression toward peers. Both aggression and frequent school absences were significant predictors of early school withdrawal. Analyses for the white children in the sample revealed that both rejection and aggression best predicted to the nonspecific negative outcome, whereas aggression alone best predicted to school dropout and to having one or more police contacts. Implications for future longitudinal outcome research and for risk-group identification in racially heterogeneous samples are discussed.

0343

Predicting future smoking of adolescent experimental smokers.

JYADA6. Gerber, R.W. ; Newman, I.M. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Paper presented at the "81st Annual Meeting of the American Sociological Association," August 30-September 3, 1986, New York, New York. Apr 1989. v. 18 (2). p. 191-201. Includes references. (NAL Call No.: DNAL HQ796.J69).

This prospective study examined the usefulness of seven selected variables from Jessor and Jessor's problem behavior theory in predicting the future smoking levels of adolescent experimental smokers. Experimental smokers were identified through a survey of 2,550 seventh- and eighth-grade students assessing subjects' current smoking levels as well as subjects' responses to the selected variables. Twelve months later the entire sample

was resurveyed to assess subsequent smoking levels of subjects initially reporting experimental smoking. Experimental smokers who responded to both surveys (n = 225) were subjects of the present study. The full model discriminant function was significant in discriminating between the two groups; 68% of the subjects were correctly classified. This moderately successful hit rate was 24% better than what could be expected by chance. Increased smokers had lower expectations for academic achievement, had stronger beliefs about the positive functions of smoking, and perceived more smoking among their classmates and close friends. Educational interventions are suggested.

0344

The preschooler 4-H child development project /Connie M. Francis.

Francis, Connie M. Lincoln, Neb. : Cooperative Extension Service, University of Nebraska, 1990 . 23 p. : ill. (some col.) ; 28 cm. (NAL Call No.: NBU S533 F66 N42 no.325). This unit of the Child Development project is designed to give the 4-H'er an understanding of the preschool age child from 3 to 6 years of age.

0345

The prevalence of depression in high school students.

Ehrenberg, M.F. ; Cox, D.N.-Koopman, R.F. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 905-912. Includes references. (NAL Call No.: DNAL HQ793.A44).

In response to the need expressed in the literature on adolescent depression, recent studies have examined the incidence of affective disorders. However, there continues to be a paucity of research on the prevalence of depressive symptomatology in nonpatient adolescents. The Canadian literature is especially lacking in this area. The present study examined the prevalence of depression in a sample of 366 Canadian high school students. Consistent with similar research in the United Kingdom and the United States, 31.4% of the sample were mildly to clinically depressed as measured by the Beck Depression Inventory. Significant sex differences were found; these are discussed in the context of age and level of depression. The need for further research on adolescent depression is emphasized.

0346

Preventing AIDSa curriculum for middle school and a curriculum for junior/senior high school students.

Newton, Mass. : Education Development Center, Inc., 1987 . iv, 26, 34 , 62 p. : forms ; 28 cm. + 15 handout masters in pocket. Includes bibliographical references. (NAL Call No.: DNAL RC607.A26P7).

Abstract: This publication contains two curricula for HIV education for middle school and junior/senior high students. These curricula are designed (a) to be

used by schools that do not currently have comprehensive school health education programs, and (b) to supplement and reinforce comprehensive school health programs. These curricula discuss facts about HIV, the risks of HIV, identifying methods and developing skills for handling high risk situations, the necessity to engage in responsible behavior, and to deal compassionately with people who have HIV infection.

0347

Prevention program impacts.

Fetsch, R.U. Madison, Wis. : Extension Journal. Journal of extension. Spring 1990. v. 28. p. 34-35. Includes references. (NAL Call No.: DNAL 275.28 J82).

Over a five-year period, 27 Extension stress and coping programs with 615 rural Kentucky program participants were evaluated. The programs covered different topics: stress and coping, crisis intervention, depression management, loneliness resolution, midlife adjustment, time management, managing feelings, active listening, tapping one's vitality resources, conflict negotiation, and marriage enrichment. Using a Likert rating scale, rural participants rated the stress and coping programs "better" than other ways of learning (school, television, magazines, books). Respondents reported making both positive attitudinal and behavioral changes. The data analyzed in the present study suggest that well-designed stress and coping prevention programs make a difference with rural participants.

0348

Preventive interventions in adolescence /edited by Rene F.W. Diekstra.

; Diekstra, R. F. W. Toronto : Hogrefe & Huber, 1989. Cover title. 112 p. : ill. ; 23 cm. Includes bibliographical references. (NAL Call No.: DNAL RJ503.P74).

Abstract: This publication describes programs that have been instituted to intervene and prevent adolescent suicide. The programs described here focus on the health-behavior connection in adolescents and are based on working creatively with adolescents to encourage self-esteem and positive health practices. Topics include: prevention of adolescent suicide; the role and training of teachers in suicide prevention; prevention of alcohol use and abuse in adolescence; psychosocial approaches to substance abuse prevention; and education in safe sexual behavior.

0349

Professional forumMarian Wright Edelman.

Edelman, Marian Wright. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.163).

Abstract: Marian Wright Edelman, founder

and president of the Children's Defense Fund (CDF), has been an advocate for disadvantaged Americans for her entire professional career. Under her leadership, the Washington-based CDF has become of the nation's most active and effective organizations concerned with a wide range of children's and family issues, particularly those which most affect our poorest Americans--children. CDF's mission is to educate the nations about the needs of children and to encourage preventive investment in children before they get sick, drop out of school, suffer too-early pregnancy or family breakdown, or get into trouble. Mrs Edelman began her campaign for children in the mid-1960s when, as the first black woman admitted to the Mississippi bar, she directed the Legal Defense and Education Fund of the National Association for the Advancement of Colored people in Jackson, Mississippi.~ In addition to being involved in many civil rights cases, she successfully helped fend off political attacks against the Child Defense Group of Mississippi--one of the largest Head Start programs in the country with over 100 centers in mostly rural, poor communities. In 1968, Mrs. Edelman founded the Washington Research Project, which became the Children's Defense Fund in 1973. CDF has become an effective voice nationwide in the areas of adolescent pregnancy prevention, child health, education, child care, youth employment, child welfare and mental health and family support systems.

0350

Project CARE--three views of a vital program.

Locklear, E. ; Dunn, H.R.-Liles, B.B. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 16-19. ill. (NAL Call No.: DNAL 1 EX892EX).

The North Carolina Agricultural Extension Service has developed three models to help provide more quality care for school-age youth. The first model, known as 4-H CARES, provides training to child day care providers and quality, experiential, research-based curricula to after-school youth in a school setting. The second model provides a coordinated effort between Extension and the North Carolina Department of Public Instruction to reach more families with after-school programs. In the final model, Extension sponsors the after-school program.

0351

Project LEAD Legal Education to Arrest Delinquency : putting yourself in the other person's shoes /by Michael H. Stitsworth.

Stitsworth, Michael Henry, 1952-. West Lafayette, Ind. : Cooperative Extension Service, Purdue University, 1986? . Cover title.~ Videocassette has 1987 date.~ "10/86"--P. 4 of cover.~ "4-H-669". 43 p. : ill. ; 28 cm. + 1 videocassette (VHS) (40 min. : sd., col., 1/2 in.) + 1 book (iii, 22

leaves). (NAL Call No.: DNAL HD9076.5.S7).

Abstract: Project Lead, Legal Education to Arrest Delinquency, is a special 4-H project aimed at sixth graders. This age has been chosen as optimum because young people begin to make more independent decisions while still open to guidance from concerned adults. Project LEAD is presented from a manual, Putting Yourself in The Other Persons Shoes, that contains fourteen activities with additional input from extension, education, judicial and law enforcement departments. A videotape covers preparation and set up suggestions. An annotated bibliography has also been prepared.

0352

Psychosocial correlates of sexually transmitted diseases and sexual activity in black adolescent females.

Holmbeck, G.N. ; Waters, K.A.-Brookman, R.R. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Oct 1990. v. 5 (4). p. 431-448. Includes references. (NAL Call No.: DNAL HQ793.J68).

The purpose of this study was to identify, personality, demographic, academic, family, and health-related variables that predict a sexually transmitted disease (STD) diagnosis. Subjects were 73 lower-income Black females who presented with an STD diagnosis (n = 24), were sexually active, requested birth control and had no history of STDs (n = 20), or were not sexually active and presented with a diagnosis unrelated to reproductive health problems (n = 29). Findings revealed that subjects with an STD diagnosis and those who were sexually active tended to be more alike than different and that these two groups differed from the nonsexually active group. Results are discussed in relation to the existing literature on adolescents and reproductive health care.

0353

The quality school.

Glasser, W. Bloomington, Ind. : The Journal. Phi Delta Kappan. Feb 1990. v. 71 (6). p. 425-435. Includes references. (NAL Call No.: DNAL LJ121.P4P4).

4-H, like schools, is in the business of education. And, like schools, 4-H must be relevant to the needs of today's youth to be successful. Glasser states the major problem with our education system is not a lack of good ideas or personnel, but rather the wrong kind of management. He says most students don't do high quality work because no one expects them to. Dr. Glasser compares today's school with a business and suggests the goal of every business should be to produce high quality products or services. Glasser says students are bored, unchallenged and made to think low quality work is acceptable. He feels we need to move from a coercion style of management to one of cooperative learning. Students will work hard if they feel the work

satisfies their needs and is relevant to what they plan to do in the future. 4-H projects, contests and events also need to be relevant if they are to be challenging and meaningful.

O354

Rats and bunnies: core kids in an american mall.

Lewis, G.H. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 881-889. Includes references. (NAL Call No.: DNAL HQ793.A44).

Although adolescents use shopping malls as important places of congregation, very little attention has been paid to this phenomenon by social scientists. This paper reports on a qualitative, interview-based study of adolescents in a New England shopping mall. Regular, day-to-day frequenters (N = 23) were identified and interviewed extensively over a six-week period in 1988. These "core kids" exhibited a good deal of alienation from both family and school, and used the mall as a neutral ground on which to create a fragile but mutually supportive community of kind.

O355

Recognition in the 4-H program report of the North Dakota 4-H Awards & Recognition Task Force / submitted by the North Dakota 4-H Awards and Recognition Committee, Linda Crow, chairman ... et al.

; Crow, L. Fargo, N.D.? : North Dakota Cooperative Extension Service?, 1987? . Cover title.~ "August 1987.". 31 p. ; 28 cm. Includes bibliographical references (p. 29-30). (NAL Call No.: DNAL S533.F66R42).

Abstract: This report presents the views of the North Dakota 4-H Awards & Recognition Task Force. The report reviews the assumptions behind the 4-H recognition program and recommends a model for organizing the recognition program. Topics include: recognition for participation; recognition for personal goal achievement; recognition for achievement of standards of excellence; recognition for achievements from peer competition; and recognition for volunteer leaders, sponsors, and donors.

O356

Reducing the risk building skills to prevent pregnancy /Richard P. Barth.

Barth, Richard P., 1952-. Santa Cruz, CA : Network Pub., 1989. "Title 359.". xvi, 181 p. ; 28 cm. Includes bibliographical references (p. xvi). (NAL Call No.: DNAL HQ57.5.A3B3).

Abstracts: This curriculum is designed to build skills in adolescents which will help them avoid pregnancy. Recent research indicates that many youth become pregnant because they do not know how to prevent pregnancy or they do not anticipate the need for birth control because they don't expect to have sex. This curriculum clarifies what one needs to know to prevent pregnancy and how to identify the signs that a sexual encounter might occur. This curriculum requires active student participation in

role play situations that simulate those they are likely to confront outside the classroom. Students will be better prepared for such encounters after practice and rehearsal with difficult situations.

O357

Reducing the risk building skills to prevent pregnancy : student workbook /Richard P. Barth.

Barth, Richard P., 1952-. Santa Cruz, CA : Network Publications, 1989. "Title 368.". 61 p. ; 28 cm. (NAL Call No.: DNAL HQ57.5.A3B31).

Abstract: This student workbook accompanies the Reducing the Risk curriculum. The curriculum is designed to build skills in adolescents which will help them avoid pregnancy. Recent research indicates that many youth become pregnant because they do not know how to prevent pregnancy or they do not anticipate the need for birth control because they don't expect to have sex. This curriculum clarifies what one needs to know to prevent pregnancy and how to identify the signs that a sexual encounter might occur. This curriculum requires active student participation in role play situations that simulate those they are likely to confront outside the classroom. Students will be better prepared for such encounters after practice and rehearsal with difficult situations.

O358

Refusal skills: learning to be positively negative.

Goldstein, A.P. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (3). p. 271-283. Includes references. (NAL Call No.: DNAL HV5808.U68).

This article is a description of Skillstreaming, an approach used to teach youth overt refusal skills for use when confronted with peer pressure. The author first presents an outline of the training procedures, which include modeling, role playing, performance feedback, and transfer of training. Next the author provides an outline of the entire curriculum, with key issues related to substance abuse highlighted. Skills categories include: beginning and advanced social skills, alternatives to aggression, stress management, and planning skills. The author also lists the behavioral steps for 20 skills identified as refusal skills. Two hypothetical case studies are used to show how these skills are used to refuse peers. The authors conclude with a discussion on the difficulty these youth at risk have with transferring skills to real life situations and how the curriculum was modified to improve this skill.

O359

The relation between stressful life events and adjustment in elementary school children: the role of social support and social problem-solving skills.

CHDEAW. Dubow, E.F. ; Tisak, J. Chicago,

111. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1412-1423. Includes references. (NAL Call No.: DNAL RU1.C3). This study investigated the relation between stressful life events and adjustment in elementary school children, with particular emphasis on the potential main and stress-buffering effects of social support and social problem-solving skills. Third through fifth graders (N = 361) completed social support and social problem-solving measures. Their parents provided ratings of stress in the child's environment and ratings of the child's behavioral adjustment. Teachers provided ratings of the children's behavioral and academic adjustment. Hierarchical multiple regressions revealed significant stress-buffering effects for social support and problem-solving skills on teacher-rated behavior problems, that is, higher levels of social support and problem-solving skills moderated the relation between stressful life events and behavior problems. A similar stress-buffering effect was found for problem-solving skills on grade-point average and parent-rated behavior problems. In terms of children's competent behaviors, analyses supported a main effect model of social support and problem-solving. Possible processes accounting for the main and stress-buffering effects are discussed.

0360

Relation of eighth graders' family structure, gender, and family environment with academic performance and school behavior.

JLEPAX. Kurdek, L.A. ; Sinclair, R.J. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Mar 1988. v. 80 (1). p. 90-94. Includes references. (NAL Call No.: DNAL LB1051.J6). The purpose of this study was to assess how family structure, gender, and family environment were related to both academic performance (end-of-the-year grades and quantitative and verbal achievement factor scores) and school behavior (number of days absent, number of days tardy, and number of in-school detentions). Subjects were 219 middle-class eighth graders (96 boys, 123 girls). Generally, in students in two-parent nuclear families had better academic performance and less problematic school behavior than did students in either mother-custody or stepfather families. Boys had more detentions than did girls. Despite significant differences among the three family structures, the family structure variable accounted at most for only 7% of the variability in academic performance and school behavior. A family environment that emphasized achievement and intellectual pursuits accounted for variability in end-of-the-year grades beyond that accounted for by family structure, gender, and family conflict. The joint consideration of family structure, gender, and family environment accounted

at most for 17% of the variance in academic performance and school behavior. For students in the mother-custody and stepfather families, contact with father was unrelated to academic performance. Findings are discussed in terms of models of achievement motivation and behavior.

0361

The relationship between cooperative, competitive, and individualistic attitudes and differentiated aspects of self-esteem.

Norem-Hebeisen, A.A. ; Johnson, D.W. Durham, N.C. : Duke University Press. Journal of personality. This publication is not owned by the National Agricultural Library. Sept 1981. v. 49 (3). p. 415-426. Includes references. (NAL Call No.: DNAL A00015). A survey of 821 white, middle class, 7th and 12th graders attempts to study the attitudes of interdependence among oneself and others and how that affects self-esteem. Three types of attitudes--cooperative, competitive, and individualistic--results in different views on self-esteem. Cooperative attitudes increases self-esteem, satisfaction with life, and freedom from conditional acceptance. Competitive attitudes show that there is greater dependence required for acceptance and approval. Individualistic attitudes relate negatively to self-esteem and general acceptance of oneself.

0362

The relationship between family structure and process variables and adolescent decision making.

Brown, J.E. ; Mann, L. London : Academic Press. Journal of adolescence. Mar 1990. v. 13 (1). p. 25-37. Includes references. (NAL Call No.: DNAL RJ499.A1J57). This study examined the relationship between family structural and process variables and adolescent participation in family decisions and vigilant decision making. Data were obtained from a survey sample of 585 adolescents aged 12-18 years living in Adelaide, South Australia. Adolescents from one-parent families participated in a greater number of family decisions than those from two-parent families. Adolescents from families adaptable in allocating roles and setting rules participated in more family decisions than those from low adaptable families. Family socio-economic status was significantly linked to the adolescent's self reported vigilance. High family cohesion, good parent-adolescent communication and sound parental conflict resolution skills were also significantly related to adolescents' vigilant decision making, testifying to the importance of family environment in the socialization of adolescents for decision making.

0363

The relationship of career goal and self-esteem among adolescents.

Chiu, L.H. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 593-597. Includes references. (NAL Call No.: DNAL HQ793.A44).

The purpose of this study was to investigate the relationship of career goal and self-esteem among adolescents. A sample of 221 high school sophomores and juniors was administered the Rosenberg Self-esteem Scale (RSE). Their teachers also were asked to rate the students' self-esteem using the Self-esteem Rating Scale for Children (SERSC). It was found that, on both the RSE and SERSC, adolescents with some career goals had significantly higher self-esteem than did those without any career goal.

0364

Relationships between 4-H youth leadership involvement and self-esteem /by Dawn Marie Mueller.

Mueller, Dawn Marie. 1989. Thesis (M.A.)--Washington State University, 1989. "May 1989."~ Cover title: Take the lead in leadership. ix, 130 leaves : ill. ; 28 cm. (NAL Call No.: DNAL S533.F66M82).

Abstract: This study investigated the belief that 4-H youth leadership involvement improves self-esteem. Eight hundred sixty-eight youth received the survey; 402 responded; yielding a 46% response rate. 4-H believes that leaders help build self-esteem by involving youth in planning, implementing, and evaluating activities. Self-esteem was correlated with each of the above mentioned components of involvement. A significant relationship was found between self-esteem and involvement in both implementing ($r=.162$ $p<.01$) and evaluating the activity which youth perceived as most helpful in developing leadership skills ($r=.223$ $p<.001$). No significant relationship was found between self-esteem and involvement in planning the activity ($r=.124$ $p>.05$). Forty-three percent of the youth reported frequent involvement in planning the activity, 63% reported frequent involvement in implementing the activity, and 52% reported frequent involvement in evaluating the activity.~ Ninety percent of the youth reported that they get along with their leaders.

0365

Research on suicide a bibliography /compiled by John L. McIntosh.

McIntosh, John L. Westport, Conn. : Greenwood Press, c1985. Includes index. xiii, 323 p. ; 25 cm. (NAL Call No.: DNAL Z7615.M3).

Abstract: This bibliography provides background information and sources of articles, books, and bibliographies for those needing or desiring primary materials on suicide. This reference guide is intended to aid further study on suicide and ultimately to contribute to the development of suicide prevention measures. The over 2,300 entries are

from works published in English primarily from the mid-1970s through 1983 and include references from such diverse fields as medicine and health, psychology, sociology, social work, anthropology, philosophy, and religion.

0366

Responding to adolescent suicide /by the Phi Delta Kappa Task Force on Adolescent Suicide, Barry D. Garfinkel, chairperson ... et al.

: Garfinkel, Barry D. Bloomington, Ind. : Phi Delta Kappa Educational Foundation, c1988. 29 p. ; 23 cm. Bibliography: p. 28-29. (NAL Call No.: DNAL HV6546.R47).

Abstract: This booklet is designed to help schools respond to and cope with adolescent suicide. The first section discusses youth at risk for suicide, including tips for dealing with cluster suicides. The next chapter examines the process of bereavement and recovery following an adolescent suicide. Following this is a section on the management of teen suicide, which describes the need for a suicide action plan. Instructions for establishing a school crisis team are also included. The last section examines community education, especially for parents and the media, in the area of suicide prevention.

0367

The "rest" program: a new treatment system for the oppositional defiant adolescent.

Stein, D.B. ; Smith, E.D. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 891-904. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study compared the REST (Real Economy System for Teens) program with traditional talk therapy in the treatment of oppositional defiant adolescents. The REST program uses rules for five target behaviors: room care, personal hygiene, completion of chores, abusiveness, and safety violations. Objective measures and subjective parental ratings were taken. Twenty-five adolescents were assigned to each therapy group. In the REST program the adolescent was provided with only food and shelter. The adolescent had to earn money through the REST allowance program to pay for everything else. Earning the allowance was made contingent upon compliance with all rules for the five target behaviors. The results showed significantly greater improvement on all target behaviors for the REST program than for traditional therapy. In addition, parents of adolescents in the REST group reported that their adolescents seemed happier, more relaxed, and closer to them.

0368

Risking the future adolescent sexuality, pregnancy, and childbearing /Panel on Adolescent Pregnancy and Childbearing, Committee on Child Development Research and Public Policy, Commission on Behavioral and Social Sciences and

Education, National Research Council ; Cheryl D. Hayes, editor.
 ; Hayes, Cheryl D. Washington, D.C. : National Academy Press, 1987. Volume I presents findings, conclusions and recommendations. Volume II contains working papers and a comprehensive statistical appendix. 2 v. : ill. ; 23-28 cm. Includes bibliographies and index. (NAL Call No.: DNAL HQ759.4.N3).
 Abstract: This book presents the findings, conclusions, and recommendations of the Committee on Child Development Research and Public Policy within the National Research Council. The panel examined research and existing programs which address the areas of adolescent sexuality, pregnancy, and childbearing with the intent of making recommendations for policy making, program design, program evaluation, and research. The panel's report is presented in chapters addressing the following topics: trends in adolescent sexuality and fertility, society and changing roles of adolescents, determinants of sexual behavior, effects of adolescent childbearing, interventions, and priorities for data collection, research, policies, and programs. An accompanying volume contains the working papers on which the report was based. The working papers address three broad areas, which are: 1) influences on early sexual and fertility behavior, 2) consequences of early sexual and fertility behavior, and 3) programs and policies related to teen pregnancy and sexuality.

0369

Risks & rewards of entrepreneurship /by M. Catherine Ashmore ... et al. .
 ; Ashmore, M. Catherine. Saint Paul, Minn. : EMC Publishing, c1988. "The National Center for Research in Vocational Education, the Ohio State University, Columbus, Ohio.". 123 p. : ill. ; 29 cm. (NAL Call No.: DNAL jHB615.R56).
 Describes the skills needed to become an entrepreneur, how to start your own business, and how to be your own boss. Many exercises are included to help students assess their suitability to become entrepreneurs.

0370

The role of allowances in adolescent socialization.
 Miller, J. ; Yung, S. Newbury Park, Calif. : Sage Publications. Youth & society. Dec 1990. v. 22 (2). p. 137-159. Includes references. (NAL Call No.: DNAL HQ793.Y6).
 A child's earliest experience with monetary transfers is likely to occur within the family in the form of an allowance. Though parents' rationales and adolescents' perceptions concerning this regular transfer of money may differ, this study reports on the adolescent's perceptions of allowance arrangements and reported practices.

0371

Safe drinking water teaching package / developed by: Leona K. Hawks & Kitt Farrell-Poe .
 Hawks, Leona K. ; Farrell-Poe, Kitt. Logan, UT : Extension Publications, Utah State University, 1989? . Caption title.~ Spine title: Safe drinking water.~ "Suggestions for running safe drinking water workshops ... part of the Utah safe drinking water teaching package"--P. i. 1 v. (loose leaf) : ill. ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL RA592.U8H3).
 Abstract: The Utah Safe Drinking Water Teaching Package is a water quality resource for people giving water quality workshops/clinics. The package has two parts: instructional materials for running a workshop, and background material on water quality topics. The instructional materials include: suggestions on how to run a workshop; sample programs, fliers, attendance list, letters, and news releases for both newspapers and radio; a summary of media resources available at Utah State University; and a content oriented script on water quality topics with accompanying overhead masters. The background materials include: fact sheets, pamphlets, and brochures from across the nation on such topics as sources of drinking water and drinking water contamination; water problems and their treatment; home water testing and test interpretation; home water treatment devices; safeguarding wells, springs, and cisterns; and disposal of household hazardous waste.

0372

School and neighborhood friendship patterns of blacks and whites in early adolescence.
 CHDEAW. DuBois, D.L. ; Hirsch, B.J. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 524-536. Includes references. (NAL Call No.: DNAL RJ1.C3).
 This research examined the school and neighborhood friendships of 292 black and white children who attended an integrated junior high school. Most students reported having a close other-race school friend, but only 28% of the sample saw such a friend frequently outside of school. Reports of an interracial school friendship that extended to nonschool settings were significantly more common among black students than whites and among children who lived in integrated neighborhoods rather than segregated ones. Race differences in reported friendship behavior were also found on other friendship variables. Compared to whites, blacks reported more extensive neighborhood friendship networks but indicated that they talked to fewer friends during the school day. In addition, the study replicated prior findings that white girls report more peer social support than white boys but failed to find a gender difference in peer support among blacks. The discussion emphasizes the importance of

the school/nonschool ecology and the need for further comparative study of white and black children's friendship patterns.

0373

School experiences predicting changes in self-esteem of sixth- and seventh-grade students.

JLEPAX. Hoge, D.R. ; Smit, E.K.-Hanson, S.L. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Mar 1990. v. 82 (1). p. 117-127. Includes references. (NAL Call No.: DNAL LB1051.J6).

The impact of school experiences on students' self-esteem was estimated using a longitudinal study of sixth- and seventh-grade students. Self-esteem was measured in the fall and spring of each year, at three levels--global, academic, and discipline-specific. A multiple regression analysis assessed the impact of grades, school climate, teacher evaluations of work habits and social habits, awards and participation during the year, and student ratings of teachers on self-esteem changes from fall to spring. In all tests, school climate and evaluations by teachers had significant effects on self-esteem. Grades were more important for discipline-specific self-esteem than for global or academic self-esteem. The influences were not constant from year to year, which suggests the importance of specific teachers and specific experiences.

0374

School performance, academic aspirations, and drug use among children and adolescents.

Paulson, M.J. ; Coombs, R.H.-Richardson, M.A. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1990. v. 20 (4). p. 289-303. Includes references. (NAL Call No.: DNAL HV5808.J68).

The relationship between drug use, school performance, and academic aspirations among 446 Anglo and Hispanic youths, age nine to seventeen, is explored. Two groups of subjects--current substance users and non-users--were interviewed. Subjects in each comparison group were similar in age, ethnicity, and gender. Overall results, consistent with prior research, indicate a significant relationship between current school performance, future educational aspirations, and drug use. No difference was noted between substance use groups on indicators of general interest in school work or probability of dropping out of school. Important differences in response patterns occurring with age, ethnicity, and gender were found.

0375

The search for structure a report on American youth today /Francis A.J. Ianni.

Ianni, Francis A. J. New York : Free Press ; London : Collier Macmillan, c1989. Includes index. xi, 336 p. : 25 cm. Bibliography: p. 317-325. (NAL Call No.: DNAL HQ796.I2).

Abstract: This book is a report about the influences on the behavior of American youth based on ten years of research by the author. The research studies, which included interviews of adolescents in ten high schools, focused on the following four areas: 1) the development and influence of school cultures, 2) effects of desegregation on the urban school, 3) interactions of youth in the community, and 4) examinations of the mediating and mentoring roles of adults in the social networks of youth. In the first chapter the author introduces the topic with background information on adolescent development, societal influences, and the author's research. The remaining chapters address the following topics: peer influences, family interactions, influence of the schools, the transition of youth into the labor market, pathways to crime, the search for self or identity, and the search for structure within the community. The author includes recommendations on how society can reduce the number of youth at risk by understanding the influences behind the actions of adolescents.

0376

Searching for enjoyment in children's sports.

Kleiber, D.A. Indianapolis, Ind. : Phi Epsilon Kappa. The Physical educator. This publication is not owned by the National Agricultural Library. May 1981. v. 38 (2). p. 77-84. Includes references. (NAL Call No.: DNAL A00027). The most common response to why children play is "Because it's fun!" This article attempts to discover what is fun in sports for children. The author examines the concepts of sports as play, sports as a motivator, and total absorption into the sport otherwise known as the "flow." Also given are concepts for consideration when planning sporting activities for children. Much of this section may be applied to other types of competition.

0377

Seeds of greatness by Denis Waitley.

Waitley, Denis. Old Greenwich, Conn. : Listen & Learn USA! : Distributed by American Institute of Economics & Technology, c1983. "Listen USA!"--Label. 1 sound cassette (66 min.). (NAL Call No.: DNAL Audiocassette no.186). "Make personal happiness a habit with the ten ... secrets of success."

0378

Self-concept and peer status among gifted program youth.

JLEPAX. Cornell, D.G. ; Pelton, G.M.-Bassin, L.E.-Landrum, M.-Ramsay, S.G.-Cooley, M.R.-Lynch, K.A.-Hamrick, E. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Sept 1990. v. 82 (3). p. 456-463. Includes references. (NAL Call No.: DNAL LB1051.J6). The authors examined the relation between self-concept and peer status among 465 high-ability youth (Grades 5-11) attending a university summer

enrichment program. The differential relation of 4 facets of self-concept (social, academic, athletic, and physical appearance) was investigated in both an academic and a nonacademic peer group setting. Results indicate that (a) self-concept, particularly social self-concept, is moderately predictive of peer status; (b) there appear to be developmental and gender differences in the role that self-concept plays in peer status; and (c) most findings are consistent across both peer group settings. This study supports the theoretical link between self-concept and peer status in high-ability youth and suggests directions for further research on the role of specific facets of self-concept in children with peer status difficulties.

0379

Self-Directed Career Exploration Center / sponsored by Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

Urbana, Ill. : Illinois Cooperative Extension Service : Illinois 4-H Programs, 1987 . "The project was cooperatively funded by the Illinois Cooperative Extension Service and a grant from the Illinois State Board of Education"--P ii. 1 v. (looseleaf) : ill., forms ; 29 cm. Bibliography: p. 73-74. (NAL Call No.: DNAL HF5382.5.U6I3).

Abstract: The Center's foundation is a curriculum notebook designed to help in the development of resources upon which to build and support a career education program. The Center is organized into educational activities designed to enhance the career education process, including self-awareness, decision making, career exploration, and job search skills. Through participation in the activities of the Center youth will have the opportunity to: engage in personal career development, increase awareness of related community resources, have access to a resource for small group educational activities, have a visual reference that can enhance the impact and development of individual career plans.

0380

Self-esteem, need for approval, and cheating behavior in children.

JLEPAX. Lobel, T.E. ; Levanon, I. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Mar 1988. v. 80 (1). p. 111-117. Includes references. (NAL Call No.: DNAL LB1051.J6).

We investigated the effects of personality and situational variables on children's cheating behavior. Two hundred twenty-eight to 10- to 12-year-old boys and girls completed the Children's Social Desirability Questionnaire and the Coopersmith Self-Esteem Inventory and were given unsolvable problems at which they could "succeed" only by cheating. One group was offered a tangible prize for success, the second group was told that its performance would be made public,

and the third group served as a control group. The children with high self-esteem and low need for approval cheated significantly less than the children with high self-esteem and high need for approval, who behaved similarly to the children with low self-esteem. In addition, boys cheated more than girls, and all children cheated most when they expected a tangible prize. We discuss two kinds of high self-esteem: "true" high self-esteem and defensive high self-esteem.

0381

Self-image and educational plans of adolescents from two contrasting communities.

Sarigiani, P.A. ; Wilson, J.L.~Petersen, A.C.~Vicary, J.R. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Feb 1990. v. 10 (1). p. 37-55. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study examined self-image and educational plans in adolescents from two communities differing in geographic location (rural vs. suburban), socioeconomic status, educational attainment of adults, and unemployment level, differences hypothesized to affect their educational plans and self-image. Young adolescents in the eighth grade were sampled as part of two larger longitudinal studies (rural, n = 234; suburban, n = 253). Each adolescent reported educational plans and completed three scales from the Self-Image Questionnaire for Young Adolescents (SIQYA). The links of self-image and educational plans to parental educational attainment also were considered. Adolescent educational plans and self-image were consistently and significantly lower in the rural community. Within the rural sample, young adolescents with lower aspirations also had lower self-image. Self-image and educational plans were related to parental educational attainment primarily in the rural sample. These results suggested that community context may influence the nature of adolescent development.

0382

Sex differences in cooperative and competitive attitudes from the 2nd through the 12th grades.

DEVPA9. Ahlgren, A. ; Johnson, D.W. Arlington, Va. : American Psychological Association. Developmental psychology. This publication is not owned by the National Agricultural Library. Jan 1979. v. 15 (1). p. 45-49. Includes references. (NAL Call No.: DNAL BF712.D46).

Examines the results of an attitudinal survey of more than 2,400 students in grades 2-12. The results show that females prefer cooperation over competition while male prefer the opposite. The greatest sex difference occurred in grades 8-10 where females showed an increase in positive attitudes towards cooperation and males an increase in positive attitudes towards competition. This survey supports other

research which found that females are more cooperative and males are more competitive. One must remember that this survey depicts only attitudes, not actual behaviors.

0383

Sex differences in the correlates of cooperative and competitive school attitudes.

DEVPA9. Ahlgren, A. Arlington, Va. : American Psychological Association. Developmental psychology. This issue is not owned by the National Agricultural Library. AGL. Nov 1983. v. 19 (6). p. 881-888. Includes references. (NAL Call No.: DNAL BF712.D46). Presents an attitudinal study of cooperation as they relate to other school attitudes such as personal worth, behavior control, motivation, and academics. Over 2100 students in grades 2-12 were examined with significant sex differences and attitudinal change. By high school females show some positive correlates shown in the lower grades. Males, on the other hand, lose the negative correlates for competition. Cooperation is seen as positive by both sexes in high school although females identify it with personal worth more than males.

0384

Shyness and sociability: a dangerous combination for illicit substance use in adolescent males?.

Page, R.M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 803-806. Includes references. (NAL Call No.: DNAL HQ793.A44). Researchers have hypothesized that behavioral problems are accentuated when a shy person wants to be with other people. This need to be with others-sociability-is a related but separate construct from shyness. The purpose of the present study was to examine the relationship of shyness and sociability to illicit substance use in a sample of 654 male high school students. It was found that, in general, shy male adolescents were significantly more likely to use illicit substances when compared to those who were not shy. Those who were shy and highly sociable were significantly more likely to use hallucinogenic substances than were those who were shy and low to moderate in sociability as well as those who were not shy. Although not significant, there was a trend toward more cocaine and marijuana use among those who were shy and highly sociable. The implications of these findings for those who work with adolescents are discussed.

0385

Significant adolescent leadership development experiences identified by established leaders in the United States /by Kathryn J. Cox.

Cox, Kathryn J. 1953-. 1988. Thesis (Ph. D.)--Ohio State University, 1988. vii, 256 leaves. Bibliography: leaves 138-159. (NAL Call No.: DNAL BF723.L4). Abstract: This descriptive study was

designed to: (a) identify experiences recommended by established leaders for adolescent leadership development, (b) identify commonalities in the backgrounds of leaders, (c) discern whether relationships existed between the leaders' recommendations and backgrounds, and (d) discover what similarities existed between the leaders' recommendations and their personal experiences. A stratified sample of 1,000 leaders chosen randomly from 70 directories of established leaders in the United States were surveyed. The major adolescent leadership development experiences leaders recommended were: collaboration, personal characteristic development, mentors and nurturers, culture and citizenship, communications, management control, employment or internships, group leadership, formal education, and significant life experiences.

0386

Significant others and self-esteem: methods for determining who and why.

Juhasz, A.M. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1989. v. 24 (95). p. 581-594. Includes references. (NAL Call No.: DNAL HQ793.A44). The early work of Cooley (1912) established the importance of the appraisals of significant others in the development of self-esteem. Subsequent research identified parents and peers as significant others and offered some dimensions of significance. Much of this work utilized researchers' assumptions that there is a common basis for self-esteem and a standard set of significance dimensions. This paper reports the results of a series of questions posed to children and youths to determine the verbal and nonverbal behaviors that "earn" significance. Their qualitatively rich responses demonstrated the effectiveness of the format and procedures with groups of different ages, cultures, and ethnic backgrounds. Data could be categorized meaningfully in regard to who is significant, what they do or say, how this impacts on self-esteem, and how subjects react to this feedback. Evaluation indicates that this exploratory methodology elicits valuable information which adults can use in order to have a significant influence on the self-esteem of children. The methodology also raises additional questions and indicates the direction of future research.

0387

Snackin' healthy leader's guide.

NCREB. Nelson, C. ; Hammerschmidt, P.A.-Eggert, R.L. East Lansing, Mich. : The Service. North Central regional extension publication, Cooperative Extension Service. Jan 1989. (323A). 31 p. (NAL Call No.: DNAL S544.N6). Snackin' Healthy is a 4-H project that combines nutrition education with simple food preparation and safety principles. It is designed for 5- to 8-year-old children. The Snackin' Healthy leader's

guide includes: Information on the growth and development of 5- to 8-year-olds, including their nutritional needs; guidelines for working with young children in a group; and complete plans for seven 1-hour meetings. These meetings provide active, informal learning experiences about the types of foods, the nutrients they contain, and how individual nutrients contribute to health. The member's packet includes a color and draw sheet for each meeting, recipes in a format designed for easy use by children, "My Thoughts and Feelings" (a record of the children's activities during each meeting), a "Dear Parent" letter that tells parents what the child learned at each meeting, and "the Snackin' Healthy Board Game"--a board game printed on the outside of the member's packet. Food cards are provided in a separate packet for use with other games.

0388

Social acknowledgments for children with disabilities: effects of service dogs.
CHDEAW. Mader, B. ; Hart, L.A.-Bergin, B. Chicago, Ill. : University of Chicago Press. Child development. Dec 1989. v. 60 (6). p. 1529-1534. Includes references. (NAL Call No.: DNAL RJ1.C3). While service dogs are known to perform important tasks for people using wheelchairs, such as retrieving dropped items or pulling a wheelchair, they may also serve as an antidote for social ostracism. Adults in wheelchairs have been found to receive many more social acknowledgments when a service dog is present than when not. This study examined whether disabled children in wheelchairs with service dogs receive more frequent social acknowledgment than when no dog is present. Behaviors of passersby in response to children in wheelchairs were recorded in shopping malls and on school playgrounds. In both settings, social acknowledgments (e.g., friendly glances, smiles, and conversations) were substantially more frequent when a service dogs may assist in normalizing the social interactions for children with disabilities producing social isolation.

0389

Social adjustment and symptomatology in two types of homeless adolescents: runaways and throwaways.

Hier, S.J. ; Korboot, P.J.-Schweitzer, R.D. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 761-771. Includes references. (NAL Call No.: DNAL HQ793.A44).

Previous research on homeless adolescents has largely ignored the distinction between those who have left home on their own volition (runaways), and those who have been forced to leave (throwaways). Fifty-two homeless adolescents in Brisbane, Australia, were assessed to compare male and female runaways and throwaways for social adjustment and symptomatology. Differences for social adjustment (antisocial tendencies and aggression)

and symptomatology (social isolation and depression) were predicted. Results indicated that male runaways were significantly more hostile than male throwaways ($p < .001$), and significantly more socially isolated than female runaways ($p < .025$). Female throwaways, however, were significantly more hostile than male throwaways ($p < .025$) and female runaways ($p < .025$). Yet homeless males overall had a significantly stronger urge to act out hostility than homeless females ($p < .025$). In addition, female throwaways were significantly more antisocial than male throwaways ($p < .001$). There were no significant differences for depression. A theory of inner social control (Hirschi, 1969), postulating absence of bonding in earlier socialization, was supported.

0390

Social-cognitive correlates of children's understanding of displaced aggression.

Miller, P.H. ; DeMarie-Dreblow, D. Duluth, Minn. : Academic Press, Inc. Journal of experimental child psychology. June 1990. v. 49 (3). p. 488-504. Includes references. (NAL Call No.: DNAL BF721.J68).

The purpose of this research was 1) to provide a detailed description of developmental differences in the understanding of displaced aggression during the grade school years, and 2) to identify social-cognitive correlates of this development. Seventy-two children aged five, seven, and nine viewed and answered questions about four videotaped stories involving displaced aggression. The research found that the understanding of displaced aggression increased significantly with increasing age.

0391

Social skills and depression in adolescent suicide attempters.

Spirito, A. ; Hart, K.-Overholser, J.-Halverson, J. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 542-552. Includes references. (NAL Call No.: DNAL HQ793.A44).

The relationship among depression, social skills, and suicidal behavior was examined in a sample of 41 adolescents hospitalized in a general medical setting following a suicide attempt. These subjects were compared to 40 non-suicidal psychiatrically hospitalized adolescents. Level of depression, assessed using the Children's Depression Inventory (CDI), and social skills, assessed via the Matson Evaluation of Social Skills with Youngsters (MESSY), were evaluated for all subjects. The suicide attempters and psychiatrically hospitalized patients were not found to differ on either the CDI or MESSY. However, multiple regression analyses revealed the factor scores of the MESSY to be related to depression in both patient groups. The data provide support for the relationship between social skills and

depression. Results are also discussed in terms of the similarities between adolescent suicide attempters and non-suicidal psychiatrically disturbed adolescents.

0392

Social support and gender role attitude among teenage mothers.

Kissman, K. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1990. v. 25 (99). p. 709-716. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study identifies some of the factors that account for a relatively flexible gender role orientation among adolescent mothers. Education and support from family, peers, and the father of the child(ren) were predictive of a positive attitude toward combining career and child-care roles and competing in the labor market on an equal basis with males. The implications are relevant for school-based and social programs designed to enhance competent attitudes and performance among young mothers who are preparing for careers.

0393

Social support and self-esteem in adolescence.

JYADA6. Hoffman, M.A. ; Ushpiz, V.~Levy-Shiff, R. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Aug 1988. v. 17 (4). p. 307-316. Includes references. (NAL Call No.: DNAL HQ796.J69).

This study assessed contingencies in the effect of social support from parents and friends on adolescent self-esteem. Questionnaires were administered to 76 Israeli adolescents regarding self-esteem, stressful life events, and perceived level of support from mother, father, and friends. Maternal support had a strong effect on self-esteem. Aid from friends was influential primarily when that of mothers was absent. Paternal support had little effect, once other support sources were controlled. Despite the negative influence of stress on self-esteem, support and stress had no interactive effects. These findings, consistent with attachment theory and social provision theories, were contrary to cross-pressure or separate world models of peer/parent influence.

0394

Sociodemographic and environmental correlates of racial socialization by black parents.

CHDEAW. Thornton, M.C. ; Chatters, L.M.~Taylor, R.J.~Allen, W.R. Chicago, Ill. : University of Chicago Press. Child development. Apr 1990. v. 61 (2). p. 401-409. Includes references. (NAL Call No.: DNAL RJ1.C3).

The present study focused on the content and practice of racial socialization by black parents. Sociodemographic correlates of patterns of racial socialization were examined using data from a national probability sample of 2,107 respondents (National Study of Black Americans). Multivariate analysis revealed that gender, age, marital

status, region, and racial composition of neighborhood predicted whether or not black parents imparted racial socialization messages to their children. Black parents envision racial socialization as involving several components, including messages regarding their experience as minority group members, themes emphasizing individual character and goals, and information related to black cultural heritage. The findings highlighted the critical importance of sociodemographic and environmental influences on the socialization process. Implications for future research on racial socialization are discussed.

0395

Special education students dramatize lessons of the "Good Food Wizard".

Roach, L.T. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1990. v. 19 (1). p. 16-19. ill. (NAL Call No.: DNAL HV701.C51).

Good Food Wizard is a spin-off of the Wizard of Oz. The nutrition education play was written for and presented by mentally retarded persons three to twenty-two years of age. In a classic confrontation between the Junk Food Witch and the Good Food Fairy, good triumphs over evil as the junk foods are magically transformed into good foods. This program could be applicable to Cooperative Extension 4-H and Home Economics nutrition programs as well as building self-esteem in young people. Could be adapted to non-mentally retarded youth.

0396

Sports competition and its influence on self-esteem development.

Hines, S. ; Groves, D.L. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1989. v. 24 (96). p. 861-869. Includes references. (NAL Call No.: DNAL HQ793.A44).

Competition and its influence upon the adolescent is the primary concern of many recreational agencies. In the past ten years, many youth agencies have de-emphasized competition in their programs because of its negative influence upon self-esteem. There is a need to examine the relationship between competition and self-esteem so that recreational programs can be better designed to utilize competition as a positive factor. A study was undertaken to examine self-esteem in relation to competition in a basketball program. It was found that the coach's assessments of ability and intention of participation are important factors in positive self-esteem development. The social aspects of peer interaction and parent influence also contribute to positive self-esteem. These are minor elements, however, in comparison to the impact of the coach. There are needs to be intensive training for coaches on how to develop positive self-esteem and how to deal with the range of participation styles.

0397

STAR buddy training system adolescent abuse /written and compiled by Barbara Weiss Jaklitsch.

Jaklitsch, Barbara Weiss. Ithaca, N.Y. : Family Life Development Center, Human Development and Family Studies, New York State College of Human Ecology, Cornell University? , c1987 (1989 printing). On cover: Statewide teamwork for abused runaways.~ "Funded by the U.S. Department of Health and Human Services."~ "A project of the Family Life Development Center, Human Development and Family Studies, New York State College of Human Ecology, Cornell University."~ Videocassette in VHS format.~ All materials in one 3-ring binder. 2 v. : ill. : 29 cm. + 1 videocassette (34 min. : sd., col. : 1/2 in.). Includes bibliographical references. (NAL Call No.: DNAL HV1435.U5J34).

Abstract: This training manual is designed for those who work with abused or neglected children. A workbook manual, a resource manual and a videocassette are included. The manual format requires two people, a guide and a trainee. The workbook discusses topics such as assessment and identification, reporting and advocacy and therapeutic intervention. The resource manual follows a similar format.

0398

The State of the child in Indiana, 1988a report prepared for Lilly Endowment Inc.

Indianapolis, Ind. : Lilly Endowment, c1988. 56 p. : col. ill. : 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HV742.I6S72).

Abstract: This publication reports on a study of the child in Indiana. The report is organized according to children's developmental stages and further divided into demographic trend, the economic environment, education, health, and reference sources.

0399

State of the child in New York State /New York State Council on Children & Families.

Albany, NY : The Council, 1988. 232 p. : ill., maps : 28 cm. Includes bibliographies and index. (NAL Call No.: DNAL HQ792.U6S8).

Abstract: State of the Child in New York State presents a comprehensive, uniform collection of data about children and their families. This book is designed to meet the information needs of state and local government officials, program planners, providers, advocates, and researchers. Organized by the major systems or institutions that affect the lives of children, State of the Child in New York State contains nine chapters: Demographic Overview; Children in Families; Economic Status of Children; Child Care; Health and illness of Children; Children in School; Victimization of Children; Children and Youth in the Justice System, and Children in Out-of-Home Care. Trends are presented and discussed to identify emerging issues and children's progress

on long-standing issues are assessed.

0400

The status of identity: reflections on the need for intervention.

Archer, S.L. London : Academic Press. Journal of adolescence. In series analytic: Adolescent identity: an appraisal of health and intervention / edited by Sally L. Archer. Dec 1989. v. 12 (4). p. 345-359. Includes references. (NAL Call No.: DNAL RJ499.A1J57). The primary purpose of this article is to examine the need for intervention in the context of the information we have gathered to date about identity formation. The research evidence indicates that the identity achievement status is associated with the greatest effectiveness in psychological functioning while the identity diffusion status is related to poorer functioning. The moratorium and foreclosure statuses generally occupy intermediate positions in this regard. The identity activity of adolescents and youth is also reviewed. The complexity of the identity construct is discussed as it relates to domains, developmental patterns, gender, historical and social contexts. The author uses the findings from a longitudinal study to illustrate the need for, and purposes of, intervention while respecting the richness of the identity construct of the individual.

0401

Stress among early adolescents in two-earner families.

Bird, G.W. ; Kemerait, L.N. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Aug 1990. v. 10 (3). p. 344-365. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study investigated the emotional stress reported by early adolescents in two-earner families in family, peer, and student roles. Data were collected from 173 eighth-grade adolescents (79 males and 94 females) and their two-earner parents. Role strain, coping strategies, psychological resources, and parental work characteristics were examined as determinants of adolescent emotional stress. Gender also was included in the analyses as a control variable. Overall, the adolescents sampled reported low to moderate levels of emotional stress across roles. Role strain was found to be a key factor in explaining early adolescent stress levels. Results were less supportive of the influence of psychological resources and gender as moderators of stress. Coping strategies were found to be especially important in explaining stress outcomes as an adolescent family member. Parental work characteristics did not explain any of the variance in emotional stress in family, peer, or student roles. Implications of these findings are discussed.

O402

Strong families: competent kids. Handbook.

Pfafflin, N. ; Risdon, P. Blacksburg, Va. : Extension Division, Virginia Polytechnic Institute and State University. Publication - Virginia Cooperative Extension Service. 1989. (350-523,rev.). 44 p. ill. (NAL Call No.: DNAL S544.3.V8V52).

This curriculum is designed for children in self-care, or 'latchkey' children, between the ages of eight and 13. The goals of this curriculum, which contains a leader's manual and youth handbook, are to teach these youth at risk to: 1) develop skills to use when left without supervision, 2) build self-confidence and responsibility, and 3) build positive feelings toward parents. The leader's manual provides tips for working with young people in each age group. The handbook includes activities which apply lesson topics. Topics in the sessions include: basic food preparation, house rules, sources of emergency help, appropriate touch, coping with emergencies, potential hazards, managing guests, dealing with loneliness and boredom, fear, and communication with parents.

O403

Strong families: competent kids. Leader's guide.

Pfafflin, N. ; Risdon, P. Blacksburg, Va. : Extension Division, Virginia Polytechnic Institute and State University. Publication - Virginia Cooperative Extension Service. 1989. (350-521,rev.). 15 p. Includes references. (NAL Call No.: DNAL S544.3.V8V52).

This curriculum is designed for children in self-care, or 'latchkey' children, between the ages of eight and 13. The goals of this curriculum, which contains a leader's manual and youth handbook, are to teach these youth at risk to: 1) develop skills to use when left without supervision, 2) build self-confidence and responsibility, and 3) build positive feelings toward parents. The leader's manual provides tips for working with young people in each age group. The handbook includes activities which apply lesson topics. Topics in the sessions include: basic food preparation, house rules, sources of emergency help, appropriate touch, coping with emergencies, potential hazards, managing guests, dealing with loneliness and boredom, fear, and communication with parents.

O404

Student service the new Carnegie unit /Charles H. Harrison ; with a foreword by Ernest L. Boyer.

Harrison, Charles Hampton, 1932-. Princeton, N.J. : Carnegie Foundation for the Advancement of Teaching, c1987. Includes index. xi, 70 p. : ill. ; 24 cm. (NAL Call No.: DNAL LC220.5.H37).

Abstract: This report describes a proposal by the Carnegie Foundation for the Advancement of Teaching for a "service requirement" for high school

students that would involve them in work in the community or at school. The objective of such a program would be to let young people know that they are needed and help students see a connection between what they learn and how they live. The publication contains both a theoretical explanation and case studies of student service programs already in operation.

O405

Students at risk problems & solutions /by Ben Brodinsky, with Katherine E. Keough.

Brodinsky, Ben, 1910-. ; Keough, Katherine E. Arlington, Va. (1801 N. Moore St., Arlington 22209) : American Association of School Administrators, c1989. 112 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.B7).

Abstract: This document is an American Association of School Administrators Critical Issues Report on youth at risk. The report begins with a discussion of why students are at risk and includes issues related to poverty, school, ethnicity/race, family, and the student himself. The next section describes action that is being taken through businesses, government, and schools. Other resources are also listed. Following this the author examines strategies to identify youth at risk and implement programs. Specific school-based programs are described, followed by strategies that focus on teen pregnancy, substance abuse, and suicide. Last, the author provides four approaches for coping with youth at risk: alternative curriculum, counseling, tutoring, and work-related business partnerships.

O406

Students' goal orientations and cognitive engagement in classroom activities.

JLEPAX. Meece, J.L. ; Blumenfeld, P.C.~Hoyle, R.H. Arlington, Va. : American Psychological Assoc. Journal of educational psychology. Dec 1988. v. 80 (4). p. 514-523. Includes references. (NAL Call No.: DNAL LB1051.J6).

We used structural equation analysis to test the validity of a goal mediational model for conceptualizing the influence of individual and situational variables on students' cognitive engagement in science activities. Fifth- and sixth-grade students (N = 275) from 10 classrooms completed a set of questionnaires designed to assess their goal orientations and their use of high-level or effort-minimizing learning strategies while completing six different science activities. Results indicate that students who placed greater emphasis on task-mastery goals reported more active cognitive engagement. In contrast, students oriented toward gaining social recognition, pleasing the teacher, or avoiding work reported a lower level of cognitive engagement. The relative strength of these goals was related to differences in students' intrinsic motivation and attitudes toward science.

Our analyses also suggested that these variables exerted a greater influence in small-group than in whole-class activities.

0407

A study of the relationship between life events and disturbed self image in adolescents.

Palazzi, S. ; De Vito, E.~Luzzati, D.~Guerrini, A.~Torre, E. London : Academic Press. Journal of adolescence. Mar 1990. v. 13 (1). p. 53-63. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

The occurrence and subjective importance of a list of life events were determined in 1296 adolescents and compared with the risk of a disturbed self image, as assessed on the basis of Offer's (1981) questionnaire. A disturbed self image was shown by 24.2 per cent of the sample, and it was significantly associated with a reported excess of events (one standard deviation above the mean), and with the reporting of specific classes of events. These included serious disagreement between parents, sudden decrease in family income, serious abuse either within the family or outside the family, and having had an abortion. The events were sorted and ranked by the observed values of their sample frequency, subjective importance, and assessed risk of a disturbed self image. The rarest and subjectively most important events were often associated with a higher risk of a disturbed self image, and the role of reporting such "exceptional" experiences is discussed.

0408

Substance abuse & kidsa directory of education, information, prevention, and early intervention programs.

Phoenix, Ariz. : Dryx Press, 1989. Includes indexes. x, 466 p. : ill. : 28 cm. (NAL Call No.: DNAL RU501.A2S83). Abstract: This national directory lists nearly 1500 programs providing services for the prevention, education, and early intervention of substance abuse directly to children up to the age of 18 years. Entries were compiled through an extensive nationwide survey of organizations by mail to provide information on the background of each organization, its affiliations with other groups, the audience it serves, specific programs and services, setting, and effectiveness. Program profiles are provided in geographic order and indexed by the ages of the clients served and the programs and services provided.

0409

Substance abuse residential treatment centers for teens.

Phoenix, Ariz. : Dryx Press, 1990. Includes indexes. xiv, 286 p. : 28 cm. (NAL Call No.: DNAL RC564.73.S93). Abstract: This publication is a national directory of over 1,000 residential and on-patient programs treating drug, alcohol, and behavioral disorders in preteens and teenagers. Program profiles are listed in alphabetical order by

state and city. Indexes by organization name, by addiction and disorder, and by treatment method are provided.

0410

A suicidal adolescent's sleeping beauty syndrome: cessation orientation toward dying, sleep, and drugs.

Babow, I. ; Rowe, R. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1990. v. 25 (100). p. 791-798. Includes references. (NAL Call No.: DNAL HQ793.A44).

In a study of hospitalized suicidal youth, the account of a sixteen-year-old girl, diagnosed as schizophrenic, is analyzed to gain insight into a family's role in the suicidal career of an adolescent preoccupied with death and dying, sleep, and drugs; the interplay of her construction of reality with her risk-taking, self-injurious way of life; and her perceived problems of living and need for help. Her cessation orientations revealed a kind of Sleeping Beauty syndrome with fantasies on sleep, drugs, and death, including a death of the mind from overdosing. Such qualitative research on suicidal careers may increase our understanding of the at-risk adolescent population and assist in the development of a policy for identifying and meeting needs and following up on clues for prevention and early intervention.

0411

Suicidal behavior and gifted adolescents.

Leroux, J.A. Bloomfield, Mich. : Roeper City and Country School. Roeper review. This publication is not owned by the National Agricultural Library. AGL. Nov 1986. v. 9 (2). p. 77-79. Includes references. (NAL Call No.: DNAL A00023). This article presents 8 parental insights into their son's suicide. Reasons given included fear of reality, fear of losing friends when leaving for college, suicide of a friend, and not receiving recognition for artistic talents. Activities such as athletics which can increase social contacts and balance out excessive energy or anger were seen by the parents as harmful because they emphasized competition more than fun. Further study into the insights of parents toward their children's suicide is recommended by the author.

0412

Suicide and attempted suicide among children and adolescents /by Keith Hawton.

Hawton, Keith, 1942-. Beverly Hills : Sage Publications, c1986. Includes index. 159 p. : ill. : 23 cm. Bibliography: p. 145-153. (NAL Call No.: DNAL HV6546.H3).

Abstract: This book discusses suicide and attempted suicide among children and adolescents. Research from many different nations is used, providing a broad base from which conclusions are deduced. The book details multiple dimensions of suicidal behavior including the possible causes, motives,

and precipitants, and personal and interpersonal consequences following suicidal attempt. Theoretical issues, clinical management, treatment, and prevention are also presented.

0413

Summer vacation, time, and behavior habits.

McIntire, R. ; Pumroy, D.K. Clarksville, Md. : T.E.A.M. Associates, Inc. T.E.A.M. - The early adolescence magazine. July/Aug 1990. v. 4 (6). p. 34-37. (NAL Call No.: DNAL HQ793.T43).

Summer time for adolescents can bring on depression and apathy if there is no effort to plan activities during those months. Projects recommended by the author include part-time jobs, hobbies, or repairs around the house. Anything selected should interest the teen and encourage the mastery of new skills. Planning must begin well ahead of the summer, with consideration given to the time that the adolescent is willing to give to the activity.

0414

Surgeon General's workshop on drunk driving proceedings, Washington, D.C., December 14-16, 1988.

Rockville, MD : U.S. Dept. of Health and Human Services, Public Health Service, Office of the Surgeon General, 1989. xi, 106 p. ; 23 cm. (NAL Call No.: DNAL HE5620.D7S8 1988).

Abstract: This workshop marked the beginning of a coordinated campaign to save lives lost from drinking and driving. The recommendations in this volume are the result of three days of discussion among specialists who must work together to alleviate this problem. The participants suggested strategies for implementing these recommendations and set up time frames for their accomplishment. The recommendations were made in the following eleven areas: pricing and availability, advertising and marketing, epidemiology and data management, education, judicial and administrative processes, law enforcement, transportation and alcohol serve policies, injury control, youth and other special populations, treatment, and citizens advisory.

0415

Surviving adolescence /Robbie Louise Taylor.

Taylor, Robbie Louise. San Diego, Calif. : Libra, 1985. 107 p. ; 21 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.T4 1985).

Abstract: This self-help manual is intended to assist adolescents in developing self-reliance to confront their personal dilemmas. This book presents an intimate discussion of the effects of alcohol, drugs, sex and education on the lives of adolescents. Legal, medical, and psychological aspects of these topics are considered without the application of value judgements -- readers are encouraged to make their own choices. Each chapter contains the names and hot-line telephone numbers of government social

service agencies and private associations that are available to help adolescents in trouble. This manual is a valuable tool for adults who live or deal professionally with adolescents.

0416

Tackling tough stuff adolescent skills to manage stress and depression /by Joyce Walker.

Walker, Joyce. St. Paul, Minn. : 4-H Youth Development, Minnesota Extension Service, Division of Child and Adolescent Psychiatry, Medical School, University of Minnesota, 1987. Cover title.~ "4H-EP--3326.". 196 p. : ill. ; 28 cm. + 1 package of activity guides. Includes bibliographical references (p. 181-182). (NAL Call No.: DNAL HQ799.2.D5W3).

Abstract: Tackling Tough Stuff is a curriculum to teach adolescents between the ages of 12 and 17 skills to manage stress and depression. The course is based on a study of high school students conducted by the University of Minnesota Extension Service and the Medical School. The goal of this curriculum for youth at risk is to teach teens skills necessary to help oneself and a friend deal with stresses related to conflict and loss. The curriculum is activity-oriented and each lesson is based on the following five steps: experience, share, process, generalize, and apply. The lesson topics include recognizing stress, understanding loss and conflict, understanding depression, coping with conflict and loss, assertive communications, creative problem solving, and building support systems. A set of activity masters for duplication accompanies this leader's manual. There is also a videocassette entitled Fragile Time which can be used with the course.~ The research data from the adolescent study is included in the appendix.

0417

Taking care of business a sexuality and career exploration program for young women ages 15-18 / Pamela M. Wilson, principal author ; Carol Nelson, medical advisor ; Terry Quinn, editor .

Wilson, Pamela M. ; Quinn, Terry. New York? : Girls Clubs of America, c1989. A component of the Preventing Adolescent Pregnancy Program.~ Accompanied by handouts for Taking Care of Business. xx, 122 p. : ill. ; 28 cm. Includes bibliographical references (p. iv). (NAL Call No.: DNAL HQ798.W5).

Abstract: The program presented in this book is designed to increase adolescent girls, aged 15-18, educational and career planning skills as well as their motivation to avoid pregnancy. It also addresses the conflict young women face as they prepare for the adult world. The curriculum consists of eight 90-minute sessions and an appendix of optional activities. Included in each session are a cover page, activities, leader resources and handouts.

0418

Taking the clutter out of careers prepared to help older 4-H'ers unlock career possibilities / by Peggy Adkins .

Adkins, Peggy M. 1951-. Athens, Ga. : Cooperative Extension Service, The University of Georgia, College of Agriculture, 1985. 47 p. : ill. (some col.) ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HF5381.2.A3).

Abstract: This is a career possibility guide book for all students at the tenth grade level in High School. However, some of the information is directed to 4-H'ers for use in the Career Exploration project. The guide book is sub-divided into three sections: opening up and looking in, sorting out the contents, and discarding a lot, keeping a little. The first section is devoted mostly to self examination and characterizing oneself by traits, contents, deals with matching these traits, values, and interests to career options and possibilities. Added into the career picture are considerations such as special schooling and qualifications. The last section, discarding a lot, keeping a little, as the topic title implies deals with narrowing down the career options and honing in on those attributes necessary for success in a chosen field.

0419

Talking to your teen.

Baldwin, B.A. Clarksville, Md. : T.E.A.M. Associates, Inc. T.E.A.M. - The early adolescence magazine. July/Aug 1990. v. 4 (6). p. 15-19. (NAL Call No.: DNAL HQ793.T43).

Parents who wish to help their teen must recognize that it is part of adolescent development to reject parental assistance and involvement. This is a time when the young adult is trying to form an identity, separate from parents, and become independent thinkers. Before initiating positive communication, the parent must adopt certain attitudes, i.e. accept differences, and maintain perspective. Some specific communication techniques are provided that promote productive dialogue between the two generations.

0420

Teaching decision making to adolescents a critical review /Ruth Beyth-Marom ... et al. .

Washington, D.C. : Carnegie Council on Adolescent Development, 1989. "March, 1989." 47 p. ; 29 cm. Includes bibliographical references (p. 35-47). (NAL Call No.: DNAL HQ796.T3).

Abstract: This report, prepared for the Carnegie Council on Adolescent Development, examines programs developed to teach decision making to adolescents. The authors begin with an introduction to the decision making process and principles behind training for decision making. Included are normative and descriptive principles. Next, the authors review specific programs based on curriculum manipulations, behavioral measures, and methodological issues.

Curricula on decision making, general thinking skills, life skills, and social skills are evaluated.

0421

Teaching natural resourcesVolume one presented by University of Idaho, College of Agriculture.

Moscow, Idaho : University of Idaho Agricultural Communications Center, c1987. VHS format.~ Videotaped at the Northwest Regional 4-H Leaders' Natural Resources Workshop at Ketchum, Idaho.~ Container title: Teaching natural resources ; a guide for 4-H leaders. 1 videocassette (VHS) (60 min.) : sd., col. 1/2 in. (NAL Call No.: DNAL Videocassette no.511).

Abstract: This is volume 1 of a 3-volume set of video tapes (VHS). The videos are designed to provide volunteer leaders with ideas for club activities and teaching techniques to be used in teaching about natural philosophies interspersed with group involvement in natural resources activities taught by them. Teaching is done with youth and adults. Subjects of volume 1 (59:00) include: A stream study, teaching with animals, bluebird trails, music in nature, and wildlife judging. Each subject presented on a tape is a separate segment, and conducive to starting and stopping for training purposes. Northwest Regional 4-H Leaders' Natural Resources Workshop

0422

Teen pregnancy impact on the schools : a special report from the Education Research Group /Roberta Weiner, executive editor.

; Weiner, Roberta. Alexandria, Va. : Capitol Publications, c1987. 91 p. ; 22 cm. Bibliography: p. 89-91. (NAL Call No.: DNAL LB3433.T44 1987).

Abstract: This report is designed to help school administrators set up or revise teen pregnancy and parenting programs in their schools. The first chapter analyzes the results of a survey of some 700 school administrators on their attitudes toward the teen pregnancy problem. The second and third chapters discuss what schools are now doing for pregnant and parenting teens. Five case studies are presented to provide successful examples from which administrators can borrow entire programs or choose certain elements that may work in their district. The beginning of each case study contains a contact that administrators may contact for more information about the program.

0423

Teenage pregnancy and fertility in the United States.

Atlanta, Ga. : U.S. Dept. of Health and Human Services, Public Health Service, Centers for Disease Control, 1987. Cover title.~ At head of title: Centers for Disease Control.~ "Summary 1970, 1974, 1980, issued August 1987." iv, 122 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL RA556.5.T4).

Abstract: This report describes the

epidemiology of teenage fertility (live births) in the United States and each Health and Human Services (HHS) Region and State by age, race, and marital status for the years 1970, 1974, and 1980. Pregnancy (live births plus induced abortions) and fertility rates for sexually experienced teens, and estimates of intended and unintended teenage fertility, are provided for the years 1974 and 1980. In addition to presenting the data, the principal findings are summarized, the sources and limitations of the data are discussed, and the method for calculating estimated intended and unintended fertility rates are examined.

0424

Teenage pregnancy in industrialized countries a study /sponsored by the Alan Guttmacher Institute ; Elise F. Jones, study director ... et al..

; Jones, Elise F. New Haven : Yale University Press, c1986. Includes index. xiv, 310 p. : ill. ; 25 cm.

Bibliography: p. 289-303. (NAL Call No.: DNAL HQ759.4.T42).

Abstract: This book describes a study of the determinants of teenage pregnancy in the United States, and the means to prevent it by comparisons with the experience of other developed countries. Although adolescent birthrates had been declining in the United States, and in virtually all the countries of northern and western Europe, teenage fertility is considerably higher in the United States than in most developed countries. The purpose of this study was to gain some insights into the determinants of teenage reproductive behavior at the national level, especially factors that might be subject to policy change.

0425

Teenage pregnancy developing life options.

; Amundson, Kristen J. New York : Association of Junior Leagues, inc. ; Arlington, Va. : American Association of School Administrators, c1988. Researched and written by Kristen Amundson. 18 p. : ill. ; 23 cm. Includes bibliography (p. 18). (NAL Call No.: DNAL HQ759.64.T42).

Abstract: This booklet discusses the complete scope of problems associated with teenage pregnancy. Topics include: defining teenage pregnancy as a national problem; the cost of teenage pregnancy to individuals, families, and society; the impact of education; why teens become pregnant; what can prevent teen pregnancy; what types of programs exist to combat the problem; what families, schools, and communities can do; and where to go for more information.

0426

Teenaged mothers seventeen years later a landmark study examines the lives of teenaged mothers seventeen years after they gave birth and uncovers new evidence that the cycle of poverty can be broken /by Claudia Glenn Dowling.

Dowling, Claudia Glenn. ; Furstenberg, Frank F., ; 1940--Brooks-Gunn, Jeanne--Morgan, S. Philip. New York,

N.Y. : Commonwealth Fund, c1987. "A Commonwealth Fund Paper."~ A summary of the study by Frank F. Furstenberg, Jr., J. Brooks-Gunn and S. Philip Morgan published in 1987 as a book, "Adolescent Mothers in Later Life," by Cambridge University Press. 14 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ759.4.D6). Abstract: This study documents the lives of about 300 black teenaged mothers from low-income families 17 years after they gave birth. Causes and effects of teenage pregnancy in relation to subsequent success in life are discussed.

0427

Teens in action /by Patricia J. Thompson, Judy Annette Jax.

Thompson, Patricia J. ; Jax, Judy Annette. Saint Paul, Minn. : Changing Times Education Service, EMC Pub., c1989. "Teens in action. Teacher's edition"--P. 1-91 (2nd group).~ Includes index. 311, 91 p. : ill. (some col.) ; 25 cm. (NAL Call No.: DNAL jHQ796.T52).

Abstract: This textbook is intended to create an action-centered classroom that can help young teens learn to take charge of their lives. Choosing, deciding, and doing are important components of an action-centered curriculum and each of the segments requires the use of these thinking skills. These units assist the teacher with the task of helping middle school students with the development of their social, emotional, intellectual and physical characteristics. The teacher's edition includes unit tests with answer keys.

0428

Toward cultural/ecological perspectives on schooling and achievement in African- and Asian-American children.

CHDEAW. Slaughter-Defoe, D.T. ; Nakagawa, K.~Takanishi, R.~Johnson, D.J. Chicago, Ill. : University of Chicago Press. Child development. Literature review. Apr 1990. v. 61 (2). p. 363-383. Includes references. (NAL Call No.: DNAL RU1.C3).

The review acknowledges that research on the family and its contribution to achievement in ethnic minority children is important. Past research and theorizing suggest the need for new directions, however. For example, research in educational achievement predicts educational failure for African-American students and educational success for Asian-American students. Little differentiation is made either among African-Americans or among Asian-Americans of different cultural, language, immigration, and economic backgrounds. The theory and design of research on family and educational achievement have been influenced by prevailing societal stereotypes. Research and policy implications of this review include the need to move toward cultural/ecological theories of achievement socialization and development.

0429

Turning pointspreparing American youth for the 21st century : the report of the Task Force on Education of Young Adolescents.

Washington, D.C. : Carnegie Council of Adolescent Development, Carnegie Corp. of New York, c1989. "June 1989.". 106 p. : ill. ; 28 cm. Includes bibliographical references (p.86-92). (NAL Call No.: DNAL LB1623.C2).

Abstract: This report examines the status of young adolescents and discusses recommendations for improving middle grade school education in order to reduce the number of youth at risk in America. The first section presents the current status of young adolescents in the United States, including statistics on substance abuse, sexual activity, school dropouts, academic proficiency, and mortality. The middle section contains a chapter on each of the following recommendations for change: creating a community for learning, teaching a core of common knowledge, ensuring success for all students, empowering teachers and administrators, preparing teachers for the middle grades, improving academic performance through health and fitness, reengaging families in education, and connecting schools with communities. The final section discusses the role of educators, parents, community organizations, health professionals, and government leaders in the effort to improve education.

0430

Value socialization and peer group affiliation among early adolescents.

Whitbeck, L.B. ; Simons, R.L.~Conger, R.D.~Lorenz, F.O. Newbury Park, Calif. : Sage Publications. The Journal of early adolescence. Nov 1989. v. 9 (4). p. 436-453. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study examined parental influence on the values of early adolescents and the influence of adolescents' values on their choice of friends. The degree to which early adolescents identified with their parents and the parents' endorsement of two measures of conventional values were found to predict adolescents' endorsement of conventional values. In turn, adolescents who endorsed values oriented toward altruism were less likely to report association with friends who had been involved in deviant behavior. Endorsing values oriented toward success and affluence did not reduce adolescents' reports of friendships with peers who had been involved in deviant activities. The results suggest the importance of considering types of values when investigating value influence on adolescent behavior. They also suggest that values indirectly affect adolescent behavior by influencing peer group affiliation.

0431

The Walkabout Model: an interview with Peter Copen.

Knapp, C.E. Boulder, Colo. : Association for Experiential Education. The Journal of Experiential Education. Spring 1989. v. 12 (1). p. 26-32. ill. Includes references. (NAL Call No.: DNAL L11.J68).

After giving a brief history of the Walkabout program, the co-creator, Peter Copen, is interviewed and provides a detailed description of the program and its underlying philosophy. Created in 1977 for high school juniors and seniors in Yorktown Heights, New York, the Walkabout Program's main goal was to help adolescents become capable adults through the development of self-esteem. Now, more than 12 years after its inception and the fact that Peter Copen has left the program to pursue other education interests, the Program still flourishes with students participating in the Program scoring above the national average in academic achievement. The students also show improvement in self concept and attitudes towards school.

0432

Water wise lessons in water resources /by Elizabeth C. Moran and Marianne E. Krasny ; illustrations by Steve Sierigk.

Moran, Elizabeth C. ; Krasny, Marianne E. Ithaca, NY : Cornell Cooperative Extension, 1989. 87 p. : ill. ; 28 cm. + elementary science syllabus. (NAL Call No.: DNAL TC405.M6).

Abstract: The overall goal of this curriculum is to increase the awareness and knowledge of youth about the nature of water, and to suggest ways that they can take part in preserving this essential resource. The course is designed to be used by classroom teachers or other instructors of youth between the ages of 10 and 12. The content of the course focuses on the water cycle, the aquatic environment, and the causes, effects and prevention of water pollution.

0433

Water worlds / Janet E. Hawkes ... et al. .

; Hawkes, Janet E. Ithaca, New York : Cornell Cooperative Extension, 1988? . Cover title.~ "A Cornell Cooperative Extension publication.". 1 folder : ill. ; 31 cm. (NAL Call No.: DNAL QH51.W3).

Abstract: This 4-H project, part of a series designed to introduce youth to a variety of natural resources subjects, provides young people aged nine to twelve with the opportunity to observe and explore aquatic environments. Topics addressed in the project include: water temperature, water depth, current speed, turbidity, observation of plants and animals, and collection of plants and animals. The curriculum includes a leader's manual, 4-H members guide, activity records, and sheets describing additional activities.

O434

Ways of being at risk: The case of Billy Charles Barnett.

Barone, T. Bloomington, Ind. : The Journal. Phi Delta Kappan. Oct 1989. v. 71 (2). p. 147-151. ill. (NAL Call No.: DNAL LJ121.P4P4).

Barone discusses the concept that maybe not all students labeled as at risk really are at risk when evaluated by standards other than those of the school system. Billy Charles Barnett, the article's central focus, is Dusty Hollow Middle School's most likely to drop out student. Barone found Billy Charles to be bright and capable, but not motivated by the assembly line method of education that teaches subjects perceived by nonacademicians to be of little value in the real world. The author suggest we will not necessarily be better off with a dramatic decrease in the drop out rate unless the reason for higher student retention is greater relevance in the classroom and an increase in teacher sensitivity to the tremendous differences in student needs, culture and values.

O435

Wee Care: reaching teenage mothers and changing their lives.

Rosenwald, P.R. ; Porter, G. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. May/June 1989. v. 18 (3). p. 28-30. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

This article describes the Wee Care program for pregnant teenagers, teen mothers, and teen fathers. The history of the program is presented, followed by short descriptions of the development process, staffing, program content, and steps which the adolescent must take for achieving a successful, self-supporting parent. The content of this program for youth at risk includes substance abuse, sexually transmitted diseases, stress management, parenting skills, self care, child care, nutrition, and shopping skills. The authors conclude with a brief commentary on teenage fathers.

O436

West Virginia Smokeless Tobacco Education Program /Natalie Ames ... et al. .

; Ames, Natalie. Morgantown, W. Va. : Cancer Communications System, Mary Babb Randolph Cancer Center. : West Virginia University Extension Service, 1986. "Teacher's guide"--Cover. 40 p. : ill. : 28 cm. (NAL Call No.: DNAL RA1242.T6W42).

Abstract: Smokeless tobacco is sold as chewing tobacco or snuff. Since the use of smokeless tobacco is becoming an increasing popular habit among children, health education programs are need to teach children the long term consequences of this habit. This teacher's guide on smokeless tobacco provides (1) background material to teach a unit on smokeless tobacco, (2) information about media resources, and (3) classroom activities to achieve appropriate

learning objectives.

O437

What about the children's voices?.

Washington, D.C. : Youth Policy Institute Inc. Youth policy. Aug/Sept 1990. v. 12 (6). p. 3-9. ill. (NAL Call No.: DNAL HV471.Y68).

Issues concerning children have been at the forefront for a generation now, divorce, day care, latchkey children, teenage pregnancy, substance abuse, suicide...but until now no one has stopped to listen to those at the very center of the debate--the children themselves. This study explored children's beliefs and moral values and their consequences in their lives. It looks at who influences their beliefs and moral values, the pressures of adolescence, decision making, and how they view responsibility of citizenship.

O438

When children and adults do not use learning strategies: toward a theory of settings.

REDRAB. Garner, R. Washington, D.C. : American Educational Research Association. Review of educational research. Winter 1990. v. 60 (4). p. 517-529. Includes references. (NAL Call No.: DNAL L11.R49).

The author argues that the use and failure to use learning strategies are relevant to the environment in which the learning is taking place. He studies the learning behavior and adults and children and identifies five reasons for failure to use learning strategies.

O439

When children need help a special report from the editors of the Brown University child behavior and development letter.

Providence, RI (P.O. Box 3357, Providence 02906-0357) : Manisses Communications Group, 1987. Cover title. 36 p. : 28 cm. Includes bibliographies. (NAL Call No.: DNAL HV741.W4).

Abstract: This report, prepared for The Brown University Child Behavior and Development Letter, discusses the latest information addressing five concerns for youth at risk. The first chapter focuses on the issue of television viewing and includes guidelines for parents on contrructive TV viewing and includes guidelines for parents on constructive TV viewing. The second chapter addresses psychological abuse of children. The author includes case studies for each of the five forms of psychological abuse: rejecting, isolating, ignoring, terrorizing, and corrupting. The next chapter describes the use of videotapes to document the lives of dying teenagers as both an educational and therapeutic tool. The fourth chapter looks at teenage addiction. Areas covered include treating adolescents different from adults, the role of schools, indirect indicators of chemical abuse, and results of recent studies on substance abuse. The final chapter is a discussion on the prevention of sexual abuse in children and includes a section on the

use of the child as a witness.

O440

When living hurts a lively what to do book for yourself or someone you care about who feels discouraged, sad, lonely, hopeless, angry or frustrated, unhappy or bored, depressed, suicidal : for teenagers and young adults /Sol Gordon.

Gordon, Sol, 1923-. New York : Union of American Hebrew Congregations, c1985. "A publication of the Yad Tikvah Foundation." xv, 127 p. : ill. ; 24 cm. (NAL Call No.: DNAL HV6546.G6).

Abstract: This book discusses suicide prevention and crisis intervention in a fashion intended for young people. It provides information that will assist young people in knowing how to help their troubled friends. This publication also reaches out to troubled youths to let them know they are understood. The objective of this work is to point the way to hope and help.

O441

Who cares about me?.

Arendt, S.A. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 24-25. ill. (NAL Call No.: DNAL 1 EX892EX).

Responding to a community focus of drug and alcohol abuse, Darlington, Wisconsin conducted a community development workshop. The workshop involved both youth and adults. Discussions were held on the problems facing young people and the factors which contributed to or caused those problems. A focus was placed on developing alternative activities for the youth of the community. Suggestions are provided for developing a "We Care" program in other communities.

O442

Who drops out of high school? findings from high school and beyond /SMB Economic Research, Inc. ; Stephen M. Barro, Andrew Kolstad.

Barro, Stephen M. ; Kolstad, Andrew J. Washington, D.C. : Center for Education Statistics, Office of Educational Research and Improvement, U.S. Dept. of Education : For sale by the Supt. of Docs., U.S. G.P.O., 1987. "Prepared in part for the Center for Education Statistics under contract DE 300-83-0256." ~ "May 1987." ~ "CS 87-397c." vii, 63 p. ; 28 cm. Bibliography: p. 60-63. (NAL Call No.: DNAL LC146.5.B3).

Abstract: This study examines the influence of personal and family background attributes, economic and locational factors, school characteristics and educational experiences, and certain student behaviors and choices on the decision to leave high school before graduation. Special attention is given to intergroup differences, attempting to sort out the factors responsible for disparities between male and female and among white, black, and Hispanic dropout rates. These analyses, which empty both the

descriptive statistics and the multivariate event-history method, are based on data from the High School and Beyond (HS&B) survey of the sophomore class of 1980.

O443

Why kids play or do not play organized sports.

Weinberg, R.S. Indianapolis, Ind. : Phi Epsilon Kappa. The Physical educator. This publication is not owned by the National Agricultural Library. May 1981. v. 38 (2). p. 71-76. Includes references. (NAL Call No.: DNAL A00027). This article discusses some of the reasons why youth choose to participate in sports and others choose to drop out of sports. Reasons for participating include the need for affiliation with peers, the need to excel in an activity, and the need to control or dominate other people. Reasons for dropping out include too competitive, other interests, no longer fun, and too much stress. This article also discusses the problems associated with rewards to encourage better performance.

O444

Wildlife discovery /Beth Silverman, Janet Hawkes, Diane Held Phillips.

Silverman, Beth. ; Hawkes, Janet.-Phillips, Diane Held. Ithaca, New York : Cornell Cooperative Extension, 1988? . Cover title. ~ "A Cornell Cooperative Extension publication." 1 folder : ill. ; 30 cm. (NAL Call No.: DNAL QL51.S5).

Abstract: This 4-H project, part of a series designed to introduce youth to a variety of natural resource subjects, provides young people aged nine to twelve with the opportunity to search for wildlife and their signs. Topics addressed in the project include: animal tracks, owl pellets, and frogs. The curriculum includes a leader's manual, 4-H member's guide, activity records, and sheets describing additional activities.

O445

Will power/won't power a sexuality education plan for girls ages 12-14 / Pamela M. Wilson, principal author ; Carol Hunter-Geboy, contributing author ; Tony Quinn, editor .

Wilson, Pamela M. ; Hunter-Geboy, Carol.-Quinn, Terry. New York? : Girls Clubs of America, c1988. A component of the Preventing Adolescent Pregnancy Program. ~ Accompanied by handouts for Will Power/Won't Power. xiv, 80 p. : ill. ; 28 cm. Includes bibliographical references (p. iii). (NAL Call No.: DNAL HQ51.W5).

Abstract: The program presented in this book focuses on prevention of adolescent pregnancy. It offers age appropriate curricula and activities for girls aged 12-14. Will Power, Won't Power is an assertiveness training program with the goal of encouraging early adolescent girls to delay engaging in sexual intercourse. The curriculum comprises eight 90-minute sessions. Each session includes a cover page, educational

activities, leader resource sheets, and handouts.

O446

Working it out an anthology of state and local performance management strategies designed to increase service to youth at risk of chronic unemployment /prepared by Brandeis University, Center for Human Resources, The Heller School, Waltham, Massachusetts.

Waltham, Mass. : The Center, 1989 .

"February 1989."~ "These papers represent the work of the United States Department of Labor, Region V, Youth Performance Management Task Force."~ "Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin."~ Supplement has title: Options papers and sample policies. 57 p. : ill. ; 30 cm. + supplement. (NAL Call No.: DNAL HD6274.A14W6).

Abstract: This guide is designed to help states and local agencies increase services to youth at risk using the Department of Labor's new youth initiatives. The first section discusses factors that need to be considered when working with employability programs for youth. Included are characteristics of these youth, desired outcomes, and needs for training and service. The next section describes local strategies for designing and managing programs. Topics examined include matching youth to services through a multi-tiered approach, competency based training, effective management, and financing. The final section focuses on state strategies for managing programs to increase the employability of youth, specifically the use of performance standards and incentive policies, and coordination of available resources. A supplement provides support documents from Region V states.

O447

Working with America's youth 1988 training conference : proceedings of the third annual conference of the University of Oklahoma National Resource Center for Youth Services, Kansas City, Missouri, July 17-20, 1988.

Tulsa, Okla. : National Resource Center for Youth Services, University of Oklahoma, c1988. "Presented by the University of Oklahoma, National Resource Center for Youth Services ; Co-sponsored by the National Network of Runaway and Youth Services"--Cover. ii, 246 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.W6).

Abstract: This publication presents the proceedings of a conference intended to informally exchange ideas and teach youth service and child welfare workers through highly qualified workshop presenters and keynote speakers. The 37 papers included here discuss such topics as: structured training for peer helpers, abuse prevention, adolescent suicide prevention, date rape/dating violence prevention, homophobia and working with gay and lesbian adolescents, building positive self-esteem in troubled youth, understanding the thinking values of the at-risk population, and empowering the

disenfranchised.

O448

Working with children and adolescents in groups /Sheldon D. Rose, Jeffrey L. Edleson.

Rose, Sheldon D. ; Edleson, Jeffrey L. San Francisco : Jossey-Bass, c1987.

Includes index. xx, 384 p. : ill. ; 24 cm. Bibliography: p. 351-372. (NAL Call No.: DNAL HV741.R6 1987).

Abstract: This book presents a step-by-step guide for effectively treating problem behavior in children and adolescents using small groups. The authors show how a variety of approaches can be effectively combined to help children resolve such problem behaviors as fighting, arguing, low self-esteem; stress, depression poor study habits, and drug abuse. The authors give practical strategies and techniques for handling all aspects of the group treatment process including planning and organizing the group, orienting children to group activities and procedures, identifying and assessing each child's problem, setting treatment goals, and encouraging children to change their behavior and then maintain that change.

O449

World hunger Florida 4-H members guide / prepared by Blaine Reynolds with the guidance of Dr. John Rutledge .

Reynolds, Blaine. Gainesville, FL : Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, 1988. Cover title.~ September 1988. 25 p. : ill. ; 28 cm. Includes bibliographical references (p. 23). (NAL Call No.: DNAL HD9000.5.R42).

Abstract: By working through this manual, the reader will be able to understand the problem of world hunger, its related problems, the geographical location of the world's hungry, and what can be done to help address this problem. The manual is targeted for 11-14 year old youth and comes with a pre- and post- test. It includes activities as well as a listing of hunger organizations and centers.

O450

Young people at risk is prevention possible? /Eli Ginzberg, Howard S. Berliner, and Miriam Ostow.

Ginzberg, Eli, 1911-. ; Berliner, Howard S., 1949--Ostow, Miriam. Boulder, Colo. : Westview Press, 1988. ix, 140 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL HV9104.G54).

Abstract: This publication reviews the theory of prevention of socially ineffective behavior among adolescents and assesses the record of prevention in a number of problem areas (drunk driving, teenage pregnancy, adolescent drug use, and school dropouts). The authors conclude that the activities initiated by the New Deal and the Great Society programs did not eliminate widespread ineffective behavior among adolescents and young adults. This text explores some alternative intervention

strategies for overcoming this phenomenon.

0451

Youth as advocates for youth July 6-10, 1989 : is anyone listening workshop design.

Wyoming? : Cooperative Extension Service, University of Wyoming, 1989 . Cover title: Is anyone listening?~ Developed specifically for the "Youth Serving as Advocates for Youth" workshops. 1 v. (various pagings) : ill. ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ793.Y62 1989).

Abstract: This publication contains materials used in the Youth Serving as Advocates for Youth workshops. The notebook contains materials on the "Is Anyone Listening" project and other prevention materials. The goals of the project are: to develop a process model for identification and clarification of community concerns; to train community resource teams in the use of a process model; to develop network systems for community involvement; to focus on prevention of youth problems; to develop an ongoing evaluation plan.

0452

Youth at risk.

Irby, Jon E. Stacy, MN : Spectra Photo/Audio, 1989? . Presented at the 43rd Annual Conference of the National Association of Extension 4-H Agents, Mobile, Alabama, Nov. 5-9, 1989.~ "1989 NAE4-HA Annual Conference."~ Title in program book: Youth at risk : what do we do now?~ "414-T11." 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.177).

Abstract: The presenters will provide strategies for program implementation to reach youth at risk. The workshop will examine the relationship of youth development, parent and community education, along with new organizational approaches. Time will be given to reviewing exemplary programs and replication techniques.

0453

Youth at risk a resource for counselors, teachers, and parents /edited by Dave Capuzzi and Douglas R. Gross.

Capuzzi, Dave.~Gross, Douglas R. Alexandria, VA : American Association for Counseling and Development, c1989. xvii, 394 p. ; 23 cm. Includes bibliographical references. (NAL Call No.: DNAL HV1431.Y68).

Abstract: This book provides information, techniques, and strategies for a wide range of helping professionals who work with youth at risk -- counselors, teachers, parents, administrators, social workers, and those involved in educating future helping professionals. Sample programs that have been effective are described along with data on causal factors and in-depth looks at teen suicide, depression, drugs, eating disorders, gangs, dropping out of school, and special abuse.

0454

Youth clothes-shopping behavior: an analysis by gender.

Peters, J.F. San Diego, Calif. : Libra Publishers, Adolescence, Fall 1989. v. 24 (95). p. 575-580. Includes references. (NAL Call No.: DNAL HQ793.A44).

Youth and adolescents actively participate in choosing and/or even paying for their clothing. It is often their first expenditure on what can be termed a survival item, as opposed to discretionary spending. This research explores possible gender differences in clothes-shopping behavior. It shows that parents financially assist sons and daughters equally, that there is no gender difference in shopping frequency, mothers more frequently shop with sons than with daughters, fathers rarely shop with a child of either gender, and females shop with a friend more often than do males. These findings are discussed.

0455

Youth development a professional research and knowledge taxonomy for youth development /Sandra L. Facinoli.

Facinoli, Sandra L. Beltsville, Md. : National Agricultural Library, U.S. Dept. of Agriculture, 1989 . Revision of: 4hprk : youth development / Kathleen C. Hayes. 1988.~ "Revised September 1989." 57 p. ; 28 cm. (NAL Call No.: DNAL aZ7164.Y8H34 1989).

Abstract: This bibliography represents a part of the materials in the 4hprk collection through September, 1989. 4hprk is a taxonomy of professional research and knowledge for 4-H and youth development professionals. It was developed as part of USDA funded research conducted at Ohio State and Mississippi State Universities. The set of bibliographies is composed of five categories: communication, educational design, youth development, youth program management, and volunteerism. A bibliography has been created for each category. The bibliographies provide a bibliographic citation and an abstract for each item in the collection.

0456

Youth development a professional research and knowledge taxonomy for youth development, October 1987-December 1989 /Sandra L. Facinoli.

Facinoli, Sandra L. Beltsville, Md. : U.S. Dept. of Agriculture, National Agricultural Library, 1990 . "Updates September 1989 issue."~ "February 1990."~ Includes index. 115 p. ; 28 cm. (NAL Call No.: DNAL aZ7164.Y3H34 1990).

Abstract: This bibliography represents a part of the materials in the 4hprk collection through December, 1989. 4hprk is a taxonomy of professional research and knowledge for 4-H and youth development professionals. It was developed as part of USDA funded research conducted at Ohio State and Mississippi State Universities. The set of bibliographies is composed of five categories: communication, educational design, youth development, youth program

management, and volunteerism. A bibliography has been created for each category. The bibliographies provide a bibliographic citation and an abstract for each item in the collection.

0457

Youth development programming: a key to the future.

Jenkins, R. (ed.). Washington, D.C. : Youth Policy Institute Inc. Youth policy. First of a series: Youth at Risk. July/Aug 1989. v. 11 (7). p. 4, 9. (NAL Call No.: DNAL HV471.Y68). This is the first of twelve articles that address youth at risk from a youth development point of view. The purpose of this series is to share information with local professionals working with troubled youth in their communities to enable them to be more creative. Selected individual organizations have provided information about their programs, public and private partnerships, and networking as it relates to youth-at-risk.

0458

Youth in environmental action an international survey /prepared by the International Youth Federation in collaboration with UNEP and IUCN as a contribution to International Youth Year ; editor, Jan J. Voordouw.

Voordouw, Jan J. Gland, Switzerland : IUCN ; Skanderborg, Denmark : IYF distributor. 1987. 72 p., 2 p. of plates : ill., maps ; 30 cm. (NAL Call No.: DNAL S900.Y68). Abstract: This report describes the involvement of youth around the world with the environment and environmental issues. The objective of the document is to describe program in which young people are learning about the environment and also performing vital conservation tasks. Examples of how youth movements work, what their attitudes are, and what they can accomplish are provided. Information about the International Youth Federation for Environmental Studies and Conservation (IYF) and guidelines for organizers of youth leader training courses are given.

0459

Youth information resources an annotated guide for parents, professionals, students, researchers, and concerned citizens /compiled by Marda Woodbury ; with a chapter on data bases, compiled by Donna L. Richardson.

Woodbury, Marda. New York : Greenwood Press, 1987. Includes indexes. xiii, 357 p. ; 24 cm. (NAL Call No.: DNAL Z7164.Y8W66).

Abstract: This guide to sources of information on youth issues is a cross- and multidisciplinary guide intended to help all those working with youths (including parents) have a more holistic, well-rounded view of youth and an amplified knowledge of information sources. This publication provides sources of information on youth covering the years of thirteen through nineteen and concentrating on youth in the United States. An earlier work covers the years

from conception to the age of twelve. Types of sources of information include: dictionaries, encyclopedias, thesauri, library catalogs, bibliographies, directories,

abstracting/indexing/current awareness services, periodicals, newsletters, annuals, surveys, online databases, and clearinghouses and organizations. Topics covered by these sources include: growth, development, health, physiology, sex, psychology, education, society, family, vocation, law, welfare, juvenile justice, substance abuse, violence, vandalism, sports, disadvantaged youth, and sexual abuse.

0460

Youth-serving organizations have much of what youth need.

Pittman, K. ; O'Brien, R. Washington, D.C. : Youth Policy Institute Inc. Youth policy. Second of a series: Youth at Risk. Nov/Dec 1989. v. 11 (9). p. 9-15. (NAL Call No.: DNAL HV471.Y68). Youth-serving organizations can help meet the needs of youth in six essential categories: academic education, health care, work exposure and experiences, opportunities for personal growth and social development, community involvement and contact with adults, and family support services. These are categories which the authors feel must be addressed if youth are to successfully complete the transition to adulthood. Areas where youth-serving organizations must focus on to meet the needs of today's youth are discussed.

0461

Youth status and national development: a global assessment in the 1980s.

JYADA6. Braungart, R.G. ; Braungart, M.M. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Paper presented at the "81st Annual Meeting of the American Sociological Association," August 30-September 3, 1986, New York, New York. Apr 1989. v. 18 (2). p. 107-130. Includes references. (NAL Call No.: DNAL HQ796.J69).

Using a data set of 123 countries, the global status of youth is assessed by examining the relationship between national development and a youth-adult ratio, or the number of youth relative to the number of adults in a nation. First, the size of the population of youth in comparison to the size of the adult population is determined, where it becomes evident that the majority of nations have high or very high numbers of youth relative to adults. Second, the opportunities nations provide their young people are evaluated by looking at the range and average levels of economic, political, social, and educational development within the modern world system. Third, a strong relationship is found between relative size of youth population and national development, with youth ratios most closely associated with educational and political development. The results of this study demonstrate the existence of inter-age and intra-age stratification

throughout the world, which has important implications for the future well-being of youth as well as the world system of nation-states.

0462

Youth suicide a comprehensive manual for prevention and intervention /Barbara Barrett Hicks.

Hicks, Barbara Barrett. Bloomington, IN : National Educational Service, 1990. 131 p. ; 23 cm. Includes bibliographical references (p. 127-131). (NAL Call No.: DNAL HV6546.H5).

Abstract: Prevention, intervention, and "postvention" of youth suicide is the subject of this comprehensive manual. This publication outlines the creation of a community/school prevention network of caring and concern intended to prevent and intervene in youth suicide and to console and support after a youth suicide in order to prevent further suicides. The manual details the roles played by several key components of the community in establishing this program including: community leaders; law enforcement personnel; hospitals; mental health clinicians; clergy; school administrators, faculty and staff; parents; youth-serving agencies and organizations; media; and the youth themselves.

0463

Youth suicide in the United States, 1970-1980.

Atlanta, Ga. : Dept. of Health and Human Services, Public Health Service, Centers for Disease Control, Center for Environmental Health, Division of Injury Epidemiology and Control, 1986. 71 p. : ill. ; 28 cm. Bibliography: p. 7. (NAL Call No.: DNAL HV6546.V68).

Abstract: This report analyzes vital statistics data from the National Center for Health Statistics on suicide deaths among youth (ages 15-24) in the United States for the period 1970-1980. It is intended for use by clinicians, health planners and evaluators, and other public health professionals interested in the number and characteristics of youth suicide. The report is organized into two parts: (1) a graphic presentation of data highlights focusing on a national perspective of characteristics and trends of youth suicide; and (2) detailed table of the number, percent, and rate of youth suicide for the years 1970-1980.

0464

Youth suicide prevention lessons from literature /edited by Sara Munson Deats and Lagretta Tallent Lenker.

Lenker, Lagretta T.-Deats, Sara Munson. New York, N.Y. : Plenum Press, 1989. Includes index. xii, 238 p. ; 22 cm. Includes bibliographical references (p. 209-229). (NAL Call No.: DNAL PS169.S85Y68).

Abstract: This collection of papers discusses the use of literature in the prevention of youth suicide. The authors use Herman Melville, William Shakespeare, William Styron, Sylvia Plath, and various poetry and popular

culture references to demonstrate how literature relates to the issue of youth suicide. The clinical use of literature in treatment of suicidal tendencies in youth is examined.

0465

Youth work /edited by Tony Jeffs and Mark Smith.

Jeffs, Tony.-Smith, Mark. ; 1990 June 25-. Basingstoke : Macmillan Education, 1987. Includes index. x, 158 p. : ill. ; 23 cm. Bibliography: p. 153-155. (NAL Call No.: DNAL HV1441.G7Y48).

Abstract: This publication is a collection of assessments by practioners in the area of youth work of their own and others' practices. This document is intended to fill what has been perceived as a lack of adequate core theory in the area of youth work. The various roles of the youth worker (eg. social worker, education, caretaker, etc.) are discussed and youth work theories are examined.

0466

YOUTH 2000 and Positive Peer Power.

Gast, G.G. ; Reiser, K. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1990. v. 60 (4). p. 22-23. ill. (NAL Call No.: DNAL 1 EX892EX).

Illinois Cooperative Extension initiated two new "prevention" programs for Youth At Risk in 1990. YOUTH 2000 and Positive Peer Power differ from traditional 4-H programs in three important ways. First, they deal with social issues. Next, they may be conducted outside the 4-H club setting or used as a new addition to club activities. Finally, they encourage interaction with local "youth-help agencies" and other organizations in addition to Extension. The article provides background information on each program.

0467

Youth 2000 visions a program manual /co-authored by Jo M. Hendrickson, Jeffrey Roth.

Hendrickson, Jo Mary. ; Roth, Jeffrey. Gainesville, Fla. : Boys Clubs of Alachua County, c1990. vii, 31 p. ; 28 cm. Includes bibliographical references (p. 30-31). (NAL Call No.: DNAL HQ796.H46).

Abstract: Youth 2000 Visions is a program that involves young people in the resolution of the problems they experience. The long term objective for the program is that young people will come to understand that their choices shape their futures. Young people are provided a means to contribute to others while learning how to work as teams to create persuasive educational and motivational messages. Youth Teams are formed, consisting of 5-12 adolescents. They meet for 12-15 weeks to address a topic they consider vital to their future well-being, develop a message and then deliver it through a medium. Methods to establish the program are outlined.

0468

Youththe American agenda : a report of the Cooperative Extension System National Initiative Task Force on Youth at Risk.

Washington, D.C. : U.S. Dept. of Agriculture, Extension Service and Land-Grant University Cooperative Extension Services, 1989 . "May 1989." . iv, 20 p. : 28 cm. Includes bibliographical references (p. 14-15). (NAL Call No.: DNAL aHV1421.N3). Abstract: This report outlines the first steps necessary to implement Cooperative Extension's agenda for addressing the critical needs of youth. The report addresses the topic of youth at risk, beginning with the key roles of educators and the community, followed by economic and social consequences. The Cooperative Extension initiative is described including the eight critical needs identified by the system. These needs are self-esteem, careers and employment skills, fitness and health, reading and technological literacy, parental support, child care, decision-making skills, and futuring. Next, the report lists model programs developed by Cooperative Extension. Last, strategies for implementing change are discussed.

0469

14 ounces of prevention a casebook for practitioners /edited by Richard H. Price ... et al. .

; Price, Richard H. Washington, DC : American Psychological Association, c1988. Title on added t.p.: Fourteen ounces of prevention. vi, 191 p. : ill. ; 28 cm. Includes bibliographies. (NAL Call No.: DNAL RA790.F6). Abstract: This book presents to psychologists and citizens at large examples of successful prevention programs that can be adapted in local communities and made part of the practice of psychologists nationwide. This report, written by the American Psychological Association's Task Force on Prevention, Promotion and Intervention Alternatives in Psychology, discusses fourteen model prevention programs in the areas of early childhood, children and youth, and adults and the elderly. Topics of the programs examined include: preventing maternal and child health problems associated with poverty; prevention of behavior problems in young children; assertiveness training with children; preventing adolescent substance abuse; prevention of the development and perpetuation of dysfunctional conditions among newly divorced and separated persons; and a marital help program for the widowed.

0470

3:00 to 6:00 p.m. young adolescents at home and in the community /by Leah M. Lefstein ... et al. .

; Lefstein, Leah M. Carrboro, NC (Suite 223, Carr Mill Mall, Carrboro 27510) : Center for Early Adolescence, Dept. of Maternal and Child Health, School of Public Health, University of North

Carolina at Chapel Hill, c1982. iv, 92 p. : ill. : 22 cm. Bibliography: p. 87-91. (NAL Call No.: DNAL HV741.T4). Abstract: This book is a collection of essays on the problem of young adolescents in self-care during after school hours. The first essay 1) described the characteristics of young adolescents and 2) gives suggestions for the type of activities that will be successful with this audience of youth at risk. The second essay presents the results of a survey on how adolescents use their time and community services outside of school. The next essay examines current federal policies for youth. The last essay presents examples of successful after school programs for young adolescents and includes a contact person and address for each program example.

0471

4-H afterschool program / contributing authors, Nancy Feldman ... et al. ; editor, Sharon Junge .

; Junge, Sharon. Berkeley, Calif. : University of California Cooperative Extension, 1989 . Developed by the Family Support Workgroup - Latchkey Major Project, University of California Cooperative Extension 4-H Program.~ "February 1989."~ Bound in 3-ring binders. 3 v. : ill. : 30 cm. Includes bibliographical references. (NAL Call No.: DNAL H0777.65.F6 1989). Abstract: This three part training module is designed to assist concerned persons in developing after school educational programs that focus on the needs of school-age children in their community. The facilitators' guide consists of outlined workshops for training child development professionals, community agencies, family day care providers, child care center personnel, volunteers, and other program personnel. Topics include: determining needs, problems of latchkey children, business operations, managing stress, discipline, scheduling, snacks, teaching methods, curriculum guides, and 4-H as a resource. The curriculum manual includes over 20 weeks of lesson plans that utilize 4-H "learn by doing" activities. The curriculum includes age appropriate activities for kindergarten through sixth grade with an emphasis on experimental education and scientific inquiry. The third volume addresses the management aspects of the programs and provides information on child care needs, design of the program, business operations, needs assessment, staffing, licensing, registration, discipline, snacks, and activity scheduling.

0472

4-H and Agricultural Education Crosswalk Program for high school credit a pretest evaluation /Glenn J. Applebee and Janet E. Hawkes.

Applebee, Glenn J. ; Hawkes, Janet E. Ithaca, N.Y. : Cornell University, 4-H Program Office, 1989 . Cover title.~ "August, 1989." . 43 p. : 28 cm. (NAL Call No.: DNAL S533.F6A62). Abstract: In the fall of 1988 and the

Spring of 1989, a pretest of the 4-H and Agricultural Education crosswalk Program for High School Credit was conducted in three New York State counties. Evaluation was conducted throughout the pretest and continues. This report begins with a description of the changes in agriculture leading to the need for programs such as the 4-H Crosswalk and follows with the background of the program itself. It then relates the processes and results of the pretest, and the recommendations offered for the program's improvement.~ Objectives of the pretest were to: 1) Conduct a limited trial of the 4-H Agricultural Education Crosswalk model to test and develop an implementation plan; 2) Refine and evaluate the 4-H Agricultural Education Crosswalk model; 3) Obtain input from a variety of sources on this alternative delivery system for agricultural education; and 4) Develop a manual based partially on pretest results for training programs for teachers, leaders and extension staff in crosswalk program implementation. County selection was based on interest of the Cornell Cooperative Extension 4-H Youth Development staff in the county, level of vocational agriculture instruction occurring in secondary school districts in the county and geographic distribution.

0473

4-H clover kids an educational program for 5- to 7-year olds /sponsored by University Extension ; developed by Missouri State 4-H Faculty.

Columbia, Mo. : University Extension, 1987? . Cover title.~ Issued in cooperation with the United States Dept. of Agriculture. Gail. L. Imig, director, Cooperative Extension, University of Missouri and Lincoln University, Columbia, Missouri.~ "LG 4811.". 1 v. (loose-leaf) : ill. ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL S533.F66F46).
Abstract: This educational program for 5- to 7- year olds is designed for leaders as a manual for planning a 4-H Clover Kids Club. The loose leaf notebook contains two parts. The first section outlines the responsibilities of the leader. 4-H traditions, ceremonies and general meeting plans are provided. Checklists and outlines are provided for the leader to use to plan meetings and evaluate his performance as a leader. The second section contains activities that focus on creativity, geography, careers, nature, safety, music, physical skills, manners, science, etc. Each activity plan lists the intended audience, life skills covered, materials needed, and specific instructions.

0474

4-H good times with guidance and discipline leader's guide / prepared by Laurel Lagoni and Jerry Bigner .
Lagoni, Laurel. ; Bigner, Jerry J. Ft. Collins, Colo. : Colorado State University Cooperative Extension, 1987 . Cover title.~ "LT 0204."~ 9/87. 9 p. : ill. ; 28 cm. (NAL Call No.: DNAL

HQ770.4.L5).

This pamphlet discusses techniques and methods employed in guiding and disciplining infants, toddlers, preschoolers, and early school-age children. Positive and negative tools are examined and the methods of caregiving which develop a confident child with high self-esteem rather than a discouraged child with low self-esteem are considered.

0475

4-H leaders hold the key: knowledge for educating our youth.

Lowry, K. Lafayette, Ind. : The Service. 4-H - Purdue University Cooperative Extension Service. 1989? . (706). 285 p. ill. (NAL Call No.: DNAL S533.F66F43).

This publication is a set of over 200 educational activity masters related to various 4-H projects. These activities can be used to improve club work, as independent study, as a part of project exhibits or as games for 4-H group workshops. The activities are categorized into the following areas, crop production, animal science, horticulture, independent living, mechanical/hands-on natural resources, personal development and small animal. The activities range from cross-word puzzles, word searches, parts identification, story problems, further exploration and matching exercises. All of the correct answers are listed on the back of each activity master. Included as the second main part of the book are several county project ideas, fundraising ideas, junior leader activities, leader development activities, promotion ideas and recognition ideas.

0476

4-H learn about leader's guide.

Fargo, N.D. : Cooperative Extension Service, North Dakota State University, 1987. Loose-leaf format. 1 v. (loose-leaf) : ill. ; 30 cm. (NAL Call No.: DNAL S533.F66F632).

Abstract: This series of lessons is designed to be used with 8-10 year old boys and girls and is intended to be a fun learning experience. The materials in this publication include 40 lessons with leader's guides. Topics for the lessons include: animals, plants, nature, mechanics, health and safety, nutrition, sewing, creative arts, economics, community, and personal development.

0477

4-H night at the movies a program to enhance the self-esteem of teens and improve the quality of communication between them and their parents /prepared by Olivia P. Collins, Tony Jurich.

Collins, Olivia P. ; Jurich, Tony. Manhattan, Kan. : Cooperative Extension Service, Kansas State University, between 1986 and 1990 . 1 v. (unpaged) ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL BF7243.S36C6).

Abstract: This program is intended to

enhance the self-esteem of teens and improve the quality of their parent - child communications. Using movie videos and small group discussion, the program enables teens and their parents to learn more about themselves and some of the issues teens face. Topics discussed include: drinking and driving; competition with brothers and sisters; body image and acceptance; peer pressure; family unemployment; adolescent suicide; parental marital problems; premarital pregnancy; and the importance of teen pregnancy.

0478

4H--FNEP leader training kit /prepared by the 4-H EFNEP Advisory Committee.

Los Angeles? : U.S. Dept. of Agriculture : Extension Service, University of California, 1988? . "Expanded Food and Nutrition Education Program."--Cover.~ "September 21-22, 1988."--Cover.~ "EFNEP."~ Loose-leaf format. 1 v. (loose-leaf) : ill. (some col.) ; 30 cm. Includes bibliographical references. (NAL Call No.: DNAL aTX364.F6).

Abstract: This publication is designed as a 4-H Expanded Food and Nutrition Education Program (EFNEP) teaching tool to develop creative programs for teaching food and nutrition information to children. Included are objectives for various age groups, guidelines for understanding and working with children. Educational objectives include food preparation, food handling and safety rules, shopping basics, nutritional assessment of foods, food composition charts, cooking equipment use, and name brand comparison charts.

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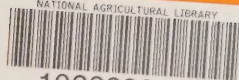
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